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EDUCATIONAL ABSTRACTS
2015-2020





N.V.K.S.D. COLLEGE OF EDUCATION AUTONOMOUS

ATTOOR, KANYAKUMARI - 629 191.

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1. Shaly Ajin, R.R. (2017). Metacognition and Linguistic Intelligence of Prospective Teachers. (Master's thesis, Guide: Dr. Bright.C)

Objectives:

1.To study the correlation between the Metacognition and Linguistic intelligence of prospective teachers. 2. To study whether there exists any significant difference in the mean scores of metacognition of prospective teachers with respect to gender, age, locale of the college, type of family, order of birth, religion, community, educational qualification of prospective teacher, educational qualification of father and educational qualification of mother. 3. To study whether there exists any significant difference in the mean scores of linguistic intelligence of prospective teachers with respect to gender, age, locale of the college, ype of family, order of birth, religion, community, educational qualification of prospective eacher, educational qualification of father and educational qualification of mother.

Method:

Normative survey method was adopted.

ample:

The sample for the present study consisted of 400 Prospective teachers in various olleges of education in Kanyakumari district during the academic year 2015-2016.

ools Used:

 Metacognition Inventory (Chandra Malar and Deepa 2015). 2. Linguistic atelligence Test (Shaly Ajin and Bright 2017)

ampling Techniques:

Arithmetic mean, standard deviation, 't'test, ANOVA followed by Scheffes procedure and Pearson product moment correlation.

indings

1. There was no significant difference in the mean scores of metacognition of rospective teachers with respect to age, type of family, order of birth, educational ualification of prospective teacher, educational qualification of father and educational ualification of mother. 2. There was significant difference in the mean scores of netacognition of prospective teachers with respect to gender, locale of the college, religion and community. 3. There was no significant difference in the mean scores of linguistic ntelligence of prospective teachers with respect to gender, age, type of family, order of birth, educational qualification of prospective teacher and educational qualification of father.

There was significant difference in the mean scores of linguistic intelligence of prospective

teachers with respect to locale of the college, religion, community and educ

Objectives:

1. To study the type of locus of control orientation of women college students, y study the locus of control orientation of women college students with regard to the pers variables viz., religion, community and order of birth. 3. To study the locus of c_{00} orientation of women college students with regard to the educational variables viz, I_0 of the college, type of management, discipline and class of study. 4. To study the l_{0q} control orientation of women college students with regard to the familial variables v_{iZ} of family, Educational qualification of parents, Occupation of parents and monthly inc of the family. 5. To study the assertive behaviour of women college students with regar personal variables, educational variables and familial variables. 6. To study the correla between locus of control orientation of and assertive behaviour women college studentethod:

Normative survey method was adopted.

Sample:

and B.Com courses selected as random from different Arts and Science colleges ool used: kanyakumari district. Tools Used:

1. Locus of control scale (Anisha and Sreelatha 2017). 2. Assertiveness inventgatisical Techniques: Sreelatha 2015).

statistical Techniques:

Percentage analysis, t test and ANOVA followed by scheffee procedures. indings:

other and occupation of parents of women college students. 2. There exists no significating igher secondary students. fference in the mean scores of locus of control with regard to community, locale of the llege, discipline, type of family, educational qualification of father and monthly incon

qualification of mother. 5. There exists significant positive low correlation bet the family of women college students. 3. There exists significant difference in the mean metacognition and linguistic intelligence of prospective teachers.

2. A title and process to locate of the college, religion, community and educate metacognition and linguistic intelligence of prospective teachers. ores of assertive behaviour based on religion, type of management, Class of study, ucational qualification of mother and occupation of mother. 4. There exists no significant 2. Anisha, K.A. (2017). Locus of Control Orientation and Assertive Behaviour of mother and occupation of mother. 4. There exists it accepts of assertive behaviour based on community, order of birth, ducational qualification of mother and occupation of mother and occupation of mother. 4. There exists it accepts of assertive behaviour based on community, order of birth, ducational qualification of father, occupation of the mean scores of assertive behaviour based on community, order of birth, ducational qualification of father, occupation of the mean scores of assertive behaviour based on community, order of birth, ducational qualification of father, occupation of the mean scores of assertive behaviour based on community, order of birth, ducational qualification of father, occupation of the mean scores of assertive behaviour based on community, order of birth, ducational qualification of father, occupation of the mean scores of assertive behaviour based on community, order of birth, ducational qualification of father, occupation of the mean scores of assertive behaviour based on community, order of birth, ducational qualification of father, occupation of the mean scores of assertive behaviour based on community. cale of the college, discipline, type of family, educational qualification of father, occupation father and monthly income of the family of women college students. 5. There exists unificant correlation between locus of control and assertive behaviour of women college

Jasmin.S. (2017) Perception of Higher Secondary students towards active learning ethodology (Master's thesis, Giuide: Mr. Gireesh Kumar. K)

1. To find out the significant difference if any in the mean scores of perception of bjectives: gher secondary students towards active learining methodology with respect to the ckground variables namely gender, locale, religion, community, type of school, educational alification of parents, occupational status of parents and family income.

Normative survey method was adopted.

ample:

The sample for the study consisted of 400 higher secondary students studying in The study was conducted on a sample of 400 college students studying for B.A; Efferent government and aided higher secondary schools of Kanyakumari district.

Quesstionnaire of active learning methodology (ALM) (Jasmin and Gireesh Kumar

Arithmetic mean, standard deviation, 't' test and ANOVA.

1. Gender, religion, community, type of school, educational qualification of parents nd family income have significant difference on perception towards Active Learning 1. There exists significant difference in the mean scores of locus of control based nethodology among Higher secondary students. 2. Locality and occupational status of parents ligion, order of birth, type of management, Class of study, educational qualification cave no significant difference on perception towards Active Learning Methodology among

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4. Blessy Jerlin.R(2017). Multiple intelligence and Critical Thinking Ability of H_{lg} Secondary Students. (Master's thesis, Guide: Dr. Minikumar.V.S.)

Objectives:

1. To find out whether there is any significant difference in the mean scores of Mult Intelligence of Higher Secondary Students with respect to the background variables name Students with respect to the background variables namely sex, locality, type of managementaries educational qualification, and monthly income. religion and community. 3. To study the correlation between Multiple Intelligence and Crittethod: thinking ability of Higher Secondary Students.

Method:

Normative survey method was adopted.

Sample:

The sample for the present study consisted of 400 higher secondary school stude ols Used: studying in different schools of Kanyakumari district.

Tools Used:

1. Multiple intelligence test (Blessy Jerlin and Minikumari 2017). 2. Critical Think ability test (Deepa and Sadanandan 2011).

Statistical techniques:

Arithmetic mean, standard deviation, 't' test, ANOVA and Pearson's product mor coefficient of correlation.

Findings:

1. There exists significant difference in the mean scores of Multiple Intelligence Higher Secondary Students with respect to the background variables namely gender, local religion, community and type of management. 2. There exists no significant difference Pradeepa.M. (2017) School environment and Creativity of High School Students. (Master's the mean scores of Critical thinking ability of Higher Secondary Students with respect esis, Guide: Mrs. Bindhu Gowri V.P.) religion. 3. There exists significant difference in the mean scores of Critical thinking abilibjectives: of Higher Secondary Students with respect to the background variables namely gen ability of higher secondary students are positively correlated.

Karthick.R. (2017). Awareness of Disaster management among Prospective Teachers of nnyakumari District (Master's thesis, Guide: Mr.Prasad.P.S)

1.To study the awareness of disaster management among prospective teachers. 2. To dy whether there exists any significant difference in the mean scores of disaster sex, locality, type of management relegion and community. 2. To find out whether ther magement awareness of prospective teachers with respect to the programme, sex, locality, any significant difference in the mean scores of Critical thinking ability of Higher Second Ligion, community, type of management, type of family, father's educational qualification,

Normative survey method was adopted.

The study was conducted on a sample of 400 prospective teachers studying in different lleges of education in Kanyakumari district.

1. Disaster management awareness Test (Karthick and Prasad 2017

Arithmetic mean, standard deviation, 't' test and ANOVA.

ndings:

1. There exists significant difference in the mean scores of disaster management vareness of prospective teachers with respect to the programme, sex, locality, religion, mmunity, type of management, father's educational qualification and mother's educational palification. 2. There exists no significant difference in the mean scores of disaster anagement awareness of prospective teachers with respect to type of family and monthly

1. To study the correlation between the school environment and creativity of high locale, community and type of management. 4. Multiple intelligence and Critical Think hool students. 2. To study whether there exists any significant difference in the mean ores of school environment of high school students with respect to gender, locality of hool, religion, type of management, nature of school, syllabus, medium of instruction, pe of family and educational qualification of parents. 3. To study whether there exists any gnificant difference in the mean scores of Creativity of high school students with respect to gender, locality of school, religion, type of management, nature of school, syllabus, m_{θ} of instruction, type of family and educational qualification of parents.

Method:

Normative survey method was adopted.

Sample:

The study was conducted on a sample of 400 high school students from Kanyaku district.

Tools Used:

1. School Environment Inventory (Pradeepa and Bindhu Gowri 2017). 2. Creat test (Modified version of WALLACH-KOGN creativity)

Statistical techniques:

coefficient of correlation.

Findings:

1. There exists significant difference in the mean scores of school environment cupation of mother. high school students with respect to gender, locality of school, religion, type of management nature of school, syllabus and educational qualification of parents. 2. There exists Sherly.S. (2017). Emotional intelligence as a correlate of assertiveness among college significant difference in the mean scores of school environment of high school stude udents. (Master's thesis Guide: Dr.Sreelatha.S) with respect to medium of instruction, type of family. 3. There exists significant different bjectives: in the mean scores of Creativity of high school students with respect to gender, locality school, religion, type of management, nature of school and educational qualification mother. 4. There exists no significant difference in the mean scores of Creativity of h school students with respect to syllabus, medium of instruction, type of family and education qualification of father. 5. There exists significant positive substantial correlation between school environment and creativity of high school stuents.

7. Rani Sheeba.C. (2017). Attitude towards yoga education among Prospective Teach (Master's thesis, Guide: Mr. K.Gireesh Kumar)

Objectives:

1. To compare the mean scores of attitude of prospective teachers towards yo education with respect to the background variables namely gender, locality, communication from different Arts and Science colleges of Kanyakumari district. religion, educational qualification, group of study, monthly income of family, occupation ools Used: status of father and occupational status of mother.

lethod:

Normative survey method was adopted.



ample:

The sample for the present study consisted of 400 prospective teachers studying in ifferent colleges of education in Kanyakumari district.

1. Yoga attitude scale (Sheeba Ram and Gireesh Kumar, 2017) teachers.

Arithmetic mean, Standard deviation, t-test and ANOVA.

Indings:

1. There exists significant difference in the mean scores of prospective teachers Arithmetic mean, standard deviation, 't' test, ANOVA and Pearson's product monwards yoga education based on gender, locality, community, religion, group of study and cupation of father. 2. There exists no significant difference in the mean scores of prospective achers towards yoga education based on educational qualification, family income and

1. To compare the emotional intelligence of college students with respect to the ckground variables namely, gender, locality, religion, type of management, community, der of birth, type of family, class of study and discipline of study. 2. To compare the sertiveness of college students with respect to the background variables namely, gender, cality, religion, type of management, community, order of birth, type of family, class of udy and discipline of study. 3. To study the correlation between emotional intelligence and sertiveness of college students.

Method:

Normative survey method was adopted.

The sample consisted of 400 students studying in under graduate courses selected at

1. Emotional Intelligence scale (Sherly and Sreelatha 2017). 2. Assertiveness scale Greelatha 2015).

Statistical techniques:

Arithmetic mean, Standard deviation, t test, ANOVA followed by SChefee's proce tools used: and Pearson product moment method of correlation.

Findings:

- 1. There exists significant difference in the mean scores of emotional intelligen college students with respect to the background variables namely, gender, locality, relig type of management, community, order of birth, type of family, class of study and disciplindings: of study. 2. There exists significant difference in the mean scores of assertiveness of col students with respect to the background variables namely, gender, locality, religion, typ management, community, order of birth, type of family, class of study and discipling study. 3. There exists significant positive correlation between emotional intelligence assertiveness of college students.
- secondary school students. (Master's thesis, Guide: Dr.Deepa R.P.)

Objectives:

1. To study the correlation between the self-regulated learning and academedium of instruction, type of management and educational qualification of father. achievement of higher secondary school students. 2. To study whether there exists significant difference in the mean scores if self-regulated learning of higher secondary sch students with respect to gender, locale of the school, type of family, religion, commun medium of instruction, type of management, nature of school, educational qualification father and educational qualification of mother. 3. To study whether there exists any signification of mother is a study whether there exists any significant of the study whether the st difference in the mean scores of academic achievement of higher secondary school stude with respect to gender, locale of the school, type of family, religion, community, medium instruction, type of management, nature of school, educational qualification of father educational qualification of mother.

Method:

Normative survey method was adopted.

Sample:

The sample for the study consisted of higher secondary school students studying the class IX of various higher secondary schools in Kanyakumari district following sta board syllabus during the academic year 2015-2016.

1. Self-regulated Learning Questionnaire (Sreedevi and Deepa 2016). 2. Academic chievement (Scores obtained by students in their quarterly examination).

tatistical techniques:

Arithmetic mean, Standard deviation, t test, ANOVA followed by Schefee's procedure nd Pearson product moment method of correlation.

There exists significant positive correlation between the self-regulated learning and demic achievement of higher secondary students. 2. There exists no significant difference the mean scores of self-regulated learning based on locale of the school, type of family, igion, educational qualification of father and educational qualification of mother. 3. There sists significant difference in the mean scores of self-regulated learning based on community, edium of instruction, type of management and nature of school. 4. There exists no significant 9. Sreedevi.M. (2017). Self-regulated Leatrning and Academic Achievement of High ference in the mean scores of academic achievement based on type of family, religion, ture of school and educational qualification of mother. 5. There exists significant difference the mean scores of academic achievement based on gender, locale of the school, community,

> 0. Tintu.B (2017). Internet addiction among Higher Secondary students (Master's thesis, uide: Dr. B.C. Sobha)

bjectives:

1. To compare the mean scores of internet addiction of higher secondary students ith respect to sex, religion, locality, medium of instruction, major subject, type of anagement, type of institution, parental educational qualification and parental income.

Normative survey method was adopted.

ample:

The present study wass conducted on a sample of 400 higher secondary students of arious schools in Kanyakumari district.

ools used:

Internet addition questionnaire (Tintu and Sobha 2017).

Arithmetic mean, Standard deviation, t test and ANOVA

Findings:

secondary students with respect to the background variables sex, locality, mediu instruction, major subject, type of management, type of institution, and parental incom-There is no significant difference in the mean scores of internet addiction of higher secon students with respect to variables religion and parental educational qualification.

11. Viji, K.R. (2017). Social intelligence and Academic Achievement of high school stude, (Master's thesis, Guide: Dr. S.Praveen Kumar)

Objectives:

1. To study whether there is any significant difference in the mean scores of so intelligence of high school students with respect to the background variables gender, local community, religion and type of management. 2. To study whether there is any signific difference in the mean scores of academic achievement of high school students with resp to the background variables gender, locality, community, religion and type of manageme 3. To study whether there is any significant correlation between social intelligence academic achievement of high school students.

Method:

Normative survey method was adopted.

Sample:

The sample for the study consisted of 400 high school students in different school of Kanyakumari district.

Tools used:

1. Social intelligence scale (Viji and Praveen kumar 2017). 2. Marks obtained by students in the Quarterly Examination.

Statistical techniques:

Percentage analysis, Arithmetic mean, Standard deviation, t test, ANOVA and Pears product moment method of correlation.

Findings:

1. There exists significant difference in the mean scores of social intelligence of his

1. There is significant difference in the mean scores of internet addiction of his trerence in the mean scores of social intelligence of high school students with respect to academic achievement of high school students with respect to gender, locality and mmunity. 4. There exists no significant difference in the mean scores of academic nievement of high school students with respect to religion. 5. There exists significant relation between social intelligence and academic achievement of high school students.

> Viniba. V.B. (2017) Communication skills and Self Confidence of prospective teachers kanyakumari district. (Master's thesis, Guide: Ms.Devika.S)

bjectives:

1. To study whether there exists any significant difference in the mean scores of mmunication skills of prospective teachers with respect to gender, locale, faculty of study, be of family, order of birth, fathers educational qualification and mothers educational alification. 2. To compare the mean scores of self-confidence of prospective teachers th respect to gender, locale, faculty of study, type of family, order of birth, fathers ucational qualification and mothers educational qualification. 3. To study the correlation tween Communication skills and Confidence of prospective teachers.

ethod:

Normative survey method was adopted.

ample:

The sample for the study consisted 400 prospective teachers in different colleges of ucation in kanyakumari district.

ols used:

1. Communication skills Inventory (Viniba and Devika 2017). 2. Self confidence ale (Jayanthi and Minikumari 2012).

atistical techniques:

Arithmetic mean, Standard deviation, t test, ANOVA followed by Schefee's procedure d Pearson product moment method of correlation.

indings:

1. There exists significant difference in the mean scores of communication skills of school students with respect to gender, locality and community. 2. There exists no significal ospective teachers with respect to gender, locale, type of family, fathers educational

qualification and mothers educational qualification. 2. There exists no significant different equalification and mothers educational qualification and mothers educational qualification. in the mean scores of communication skills of prospective teachers with respect to fa of study and order of birth. 3. There exists significant difference in the mean scores of confidence of prospective teachers with respect to gender, locale, faculty of study and of family. 4. There exists no significant difference in the mean scores of self-confidence \hat{p}_{ij} Communication skills and Self Confidence of prospective teachers.

teachers in Kanyakumari district (Master's thesis Guide: Prasad P.S.)

Objectives:

literacy of prospective teachers with respect to the background variables sex, locale of attitude towards m-learning of prospective teachers with respect to the background variables sex, locality, community, religion, programme, optional subject, having smartpho frequency of mobile phone use, purpose of using mobile phone, place of internet access a frequency of using social network. 3. To study the correlation between Digital Literacy. attitude towards M-Learning of prospective teachers.

Method:

Normative survey method was adopted.

Sample:

The sample for the study consisted of 400 prospective teachers in different college of education in Kanyakumari district.

Tools used:

1. Attitude Scale on M-Learning (Vishnuja and Prasad 2016). 2. Digital literacy to (Beaulah and Prasad 2015).

atistical techniques:

Arithmetic mean, Standard deviation, t test, ANOVA and Pearson product moment thod of correlation.

ndings:

1. There exists significant difference in the mean scores of digital literacy of prospective teachers with respect to order of birth, fathers educational qualification cospective teachers with respect to the background variables sex, having smartphone, mothers educational qualification. 5. There exists significant positive correlation betwequency of mobile phone use, purpose of using mobile phone, place of internet access and equency of using social network. 2. There exists no significant difference in the mean res of digital literacy of prospective teachers with respect to the background variables 13. Vishnuja.T (2017). Digital Literacy and attitude towards M-Learning of prospection, community, religion, programme and optional subject. 3. There exists no significant fference in the mean scores of attitude towards m-learning of prospective teachers with spect to the background variables sex, locality, community, religion, programme, optional 1. To find out whether there is any significant difference in the mean scores of digitizent and frequency of using social network. 4. There exists significant difference in the an scores of attitude towards m-learning of prospective teachers with respect to the community, religion, programme, optional subject, having smartphone, frequency of mobile phone use, purpose of using mobile phone, place of internet access and frequency of usione use, purpose of using mobile phone and place of internet access. 5. There exists social network. 2. To find out whether there is any significant difference in the mean scognificant positive correlation between Digital Literacy and attitude towards M-Learning prospective teachers.

M.Ed. Research Abstracts 2016-2018

1. Shani P.V. (2018). Mathematical thinking and Creativity of high school students. (Master's thesis Guide: Dr. V.S.Minikumari) thesis, Guide : Dr.S.Praveen Kumar)

Objectives:

1. To study the significant difference, if any in the mathematical thinking of type of management and type of family. 2. To study the significant difference, if any in creativity of high school students with respect to the background variables gender, local type of school, type of management and type of family. 3. To study the correlation between Mathematical thinking and Creativity of high school students.

Method:

Normative survey method was used for the study.

Sample:

The sample for the consisted of study 400 high school students of various school Kanyakumari district.

1. Mathematical Thinking Test (Shani and Praveen kumar, 2017). 2. Wallach-Ko creativity test (2012)

Statistical techniques:

Percentage analysis, Arithmetic mean, Standard deviation, t test, ANOVA and Pea product moment method of correlation.

Findings:

1. There exists significant difference in the mean scores of mathematical thinking with respect to background variables gender, type of school, type of management and ty of family. 4. There exists no significant difference in the mean scores of creativity of h school students with respect to type of school. 5. There exists significant positive correlations between Mathematical thinking and Creativity of high school students.

Dhivya N.K. (2018). Naturalistic Intelligence and Energy crisis Awareness of Higher

1. To find out whether there is any significant difference in the mean scores of duralistic intelligence of higher secondary students with respect to the background variables ch as gender, locale, group of study, religion, type of management and community. 2. To school students with respect to the background variables gender, locality, type of sch vareness of higher secondary students with respect to the background variables such as nder, locale, group of study, religion, type of management and community. 3. To study the rrelation between Naturalistic Intelligence and Energy crisis Awareness of Higher secondary udents.

ethods:

Normative Survey method was adopted for the study.

mple:

The sdample consisted of 400 higher secondary students studying in various schools kanyakumari district.

ools used:

- 1. Energy crisis awareness Test (Dhivya and Minikumari 2018)
- 2. Naturalistic intelligence scale (Lathasree and Devika, 2013).

atistical techniques:

Mean, standard deviation, t test, ANOVA and Pearson product moment method of prrelation were used for the analysis of data.

indings:

1. There exists significant difference in the mean scores of naturalistic intelligence high school students with respect to the background variables gender, type of school, a higher secondary students with respect to the background variables such as gender, locale, type of management. 2. There exists no significant difference in the mean scores oup of study and type of management. 2. There exists no significant difference in the mathematical thinking of high school students with respect to gender and type of family ean scores of naturalistic intelligence of higher secondary students with respect to the There exists significant difference in the mean scores of creativity of high school stude ckground variables such as religion and community. 3. There exists significant difference the mean scores of energy crisis awareness of higher secondary students with respect to e background variables such as gender, locale and community. 4. There exists no significant fference in the mean scores of energy crisis awareness of higher secondary students with pect to the background variables such as group of study, type of management and religion. There exists significant and positive correlation between Naturalistic Intelligence and nergy crisis Awareness of Higher secondary students.

3. Reshmi J.B. (2018). Relationship between Problem solving Ability and Stress $e_{0p_{\parallel}}$ Higher Secondary students. (Master's thesis Guide : Dr.V.P.Bindu Gowri)

Objectives:

1. To study whether there exists any significant difference in the mean score Problem solving ability of higher secondary students based on the background varia namely gender, locality of institution, type of management, religion, nature of school school children. type of family. 2. To study whether there exists any significant difference in the mean so tethod: of the stress coping of higher secondary students based on the background variables na gender, locality of institution, type of management, religion, nature of school and typoup design (quazi-experimental design) was used for the study. family. 3. To study the correlation between Problem solving Ability and Stress copin ample: Higher Secondary students.

Method:

Normative survey method was used for this study.

Sample:

The study was conducted on a sample of 400 higher secondary school studenty nentional method. Kanyakumari district.

Tools used:

scale (Sreelatha, 2013).

Statistical techniques:

Arithmetic mean, Standard deviation, t test, ANOVA followed by Schefee's proced and Pearson product moment method of correlation.

Findings:

exists significant difference in the mean scores of the stress coping of higher second evelopment of children in the experimental group. students based on gender, locality of institution, type of management, nature of school type of family. 4. There exists no significant difference in the mean scores of the str coping of higher secondary students based on religion. 5. There exists significant positions correlation between Problem solving Ability and Stress coping of Higher Secondary studen bjectives:

Rajani T.M. (2018). Effectiveness of Theme Based Approach on Holistic Development Pre-school children. (Master's thesis, Guide: Dr.Sreelatha.S)

bjectives:

1. To develop a package of thematic webs and activities based on the selected theme. To findout the effectiveness of theme based teaching on holistic development of Pre-

Experimental method was adopted for the study. Pre-test - Post-test non equivalent

The study was conducted on a sample of 50 UKG children from NVKS Higher condary school, Attoor. One division from UKG section was treated as experimental group IKG-A – 24 children) and another division as the control group (UKG-B – 26 children). ne experimental group was taught through theme based approach and control group through

ols used:

1. Thematic webs and lesson plans developed for the themes a) Animals b)Transport 1. Problem solving ability test (Reshmi and Bindhu Gowri, 2017) 2. Stress con Birds and d) Plants. 2. Developmental scale to measure the holistic development of children id (Rajani and Sreelatha, 2018)

atistical Techniques:

t test and ANOVA

indings:

1. There is no significant difference in the mean pre-test scores of holistic development 1. There exists no significant difference in the mean scores of Problem solving abif children in the experimental and control group. 2. There is significant difference in the of higher secondary students based on gender. 2. There exists significant difference in tean post-test scores of holistic development of children in the experimental and control mean scores of Problem solving ability of higher secondary students based on locality oup. 3. There is no significant difference in the gain scores of experimental and control institution, type of management, religion, nature of school and type of family. 3. Throup. 4. There is significant difference in the mean pre-test and post-test scores of holistic

> Sindhu.P (2018) Creativity and Successful Intelligence of Higher secondary students. Master's thesis, Guide:Ms.Devika.S)

1. To study whether there exists any significant difference in the mean scores of eativity of higher secondary students with respect to gender, order of birth, type of family,

locale of the school, nature of school and type of management. 2. To study when locale of the school, nature or the mean scores of successful intelligence of successful intelligence or the order of birth, type of family the exists any significant directors are secondary students with respect to gender, order of birth, type of family, locale of the and successful intelligence of higher secondary students.

Method:

Normative survey method was used for this study.

Sample:

schools of kanyakumari district.

Tools used:

1. Successful Intelligence Test (Sindhu and Devika, 2017). 2. Creativity test (Mahool students. version of WALLACH-KOGAN creativity test, 2003).

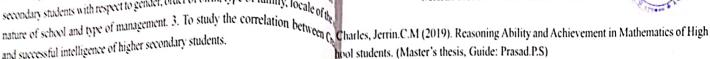
Statistical techniques:

Arithmetic mean, Standard deviation, t test, ANOVA followed by Schefee's prose imple: Pearson product moment method of correlation.

Findings:

 There exists no significant difference in the mean scores of creativity of your the mean scores of successful intelligence of male and female higher secondary studenates in the quarterly examination collected from the school records. There exists no significant difference in the mean scores of successful intelligence of your atistical techniques used: middle and elder born higher secondary students. 4. There exists no significant different the mean scores of successful intelligence of higher secondary students from nuclear ethod of correlation. joint family. 5. There exists significant Positive correlation between Creativity and succendings: intelligence of higher secondary students.

M.Ed. Research Abstracts 2017-2019



1. To compare the mean scores of reasoning ability of high school students with spect to the background variables namely, sex, locale, nature of school, type of management le:

The sample for the study consisted of 400 higher secondary students in schools and medium of instruction. 2. To compare the mean secret of schools and medium of instruction. 3. To cale, nature of school, type of management of schools and medium of instruction. 3. To by the correlation between Reasoning Ability and Achievement in Mathematics of High

ethod:

bjectives;

The method adopted in this study was normative survey method.

The sample for the present study consisted of 400 IX standard students from different gh schools of Kanakumari district.

ols used:

middle and elder born higher secondary students. 2. There exists no significant different athematics, the investigator used the marks in Mathematics obtained by the high school 1. Reasoning ability Test (Jerin Charles and Prasad, 2019) 2. For achievement in

Percentage, t test, ANOVA followed by Schefee's procedure, Pearson product moment

1. There is significant difference in the mean scores of reasoning ability of high hool students with respect to sex, locale, nature of school and medium of instruction. 2. here is no significant difference in the mean scores of reasoning ability of high school udents with respect to the type of management of schools.3. There is significant difference the mean scores of achievement in Mathematics of high school students with respect to x, nature of school and medium of instruction. 4. There is no significant difference in the ean scores of achievement in Mathematics of high school students with respect to locale ad type of management. 5. There is significant positive correlation between Reasoning bility and Achievement in Mathematics of High school students.

2. Ravithra.R.N (2019). Interpersonl Intelligence and Proficiency in English vocabi among higher secondary students. (Master's thesis, Guide: Dr.C.Bright)

Objectives:

1. To study the significant difference if any in the mean scores of Interpers intelligence of higher secondary students with respect to the background variables na gender, locale, type of management, medium of instruction, educational qualification father, educational qualification of mother, occupation of father and occupation of mother biectives: 2. To study the significant difference if any in the mean scores of Proficiency in $E_{\Pi_{\bar{i}}}$ vocabulary of higher secondary students with respect to the background variables nat vocabulary of higher secondary students.

Method:

Normative survey method was used for this study.

Sample:

The present study was conducted on a sample of XI standard students of variample: higher secondary schools in Kanakumari District.

Tools used:

Interpersonal Intelligence scale (Ravithra and Bright, 2019) 2. Vocabulary Proficiences used: test (Ravithra and Bright, 2019).

Statistical techniques used:

Percentage, t test, ANOVA followed by Schefee's procedure and Karl Pearson attistical techniques used: product moment method of correlation.

Findings:

1. There is significant difference in the mean scores of Interpersonal intelligence indings: higher secondary students with respect to the background variables namely gender, loca occupation of father. 4. There is significant difference in the mean scores of Proficiency volvement of Pre-primary Teachers. English vocabulary of higher secondary students with respect to the background variab

mely locale and occupation of mother. 5. There exists significant positive low correlation tween Interperson Intelligence and Proficiency in English vocabulary of higher secondary

Shiny.D (2019). Occupational stress and Job involvement of Pre-primary Teachers Aaster's thesis, Guide: V.S. Pavithra Kumar)

1. To compare the mean scores of occupational stress of pre-primary teachers with pect to the background variables such as locale, type of management, specialization of gender, locale, type of management, medium of instruction, educational qualification, years of experience, salary and marital status. 2. To compare the mean scores of job father, educational qualification of mother, occupation of father and occupation of movel well-entropy teachers with respect to the background variables such as locale, 3. To study the correlation between Interperson Intelligence and Proficiency in Engline of management, specialization of ECE, years of experience, salary and marital status. To study the correlation between Occupational stress and Job involvement of Pre-primary chers.

ethod:

Normative survey method was adopted for conducting the study.

The present study was conducted on a sample of 200 pre-primary teachers of nyakumari district.

1. Occupational stress scale (Celin shalini and Sreelatha, 2009). 2. Job involvement ale (Shiny and Pavithra Kumar, 2019).

Percentage t test, ANOVA followed by Schefee's post hoc procedure and Pearson duct moment coefficient of correlation.

1. There is no significant difference in the mean scores of occupational stress of pretype of management, educational qualification of father and educational qualification imary teachers with respect to the background variables such as locale, type of management, mother. 2. There is no significant difference in the mean scores of Interpersonal intelligenceialization of ECE, salary and marital status. 2. There is significant difference in the of higher secondary students with respect to the background variables namely medium can scores of occupational stress of pre-primary teachers with respect to the background instruction, occupation of father and occupation of mother. 3. There is significant different ariable years of experience. 3. There is no significant difference in the mean scores of job in the mean scores of Proficiency in English vocabulary of higher secondary students wolvement of pre-primary teachers with respect to the background variables such as locale, respect to the background variables namely gender, type of management, medium pe of management, specialization of ECE, years of experience, salary and marital status.4. instruction, educational qualification of father, educational qualification of mother a here is significant negative low correlation between Occupational stress and Job

4.Shiny.M (2019), Learning Difficulties in Economics of Higher secondary stud (Master's thesis, Guide:Dr.K.Gireesh Kumar)

Objectives:

1. To identify the learning difficulties in Economics of higher secondary studen mple: To identify the learning difficulties in Economics of higher secondary students with reto content, teaching techniques, learning and classroom environment. 3. To find out who there exists any significant difference in the learning difficulties in Economics of his secondary students based on sex, locale, type of management, medium of instruction, par occupational status, community and religion.

Method:

Normative survey method was used for conducting the study.

Sample:

The study was conducted on a sample size of 400 higher secondary Economics g students from selected schools in Kanyakumari district.

Tools used:

2019)

1. Questionnaire on learning difficulties in Economics (Shiny and Gireesh Ku

Statistical techniques:

Percentage, t test and ANOVA followed by Scheffe's procedure.

Findings:

- environment.
- primary Teachers. (Master's thesis, Guide: Dr.Deepa R.P)

Objectives:

1. To study whether there is any significant difference in the awareness among? study the awareness among Pre-primary teachers on ADHD based on dimensions namedalification, religion and monthly income. Inattention, Impulsivity, Hyperactivity, Interventions, Behavioural problems, Emotion development and Medications.

ethod:

Normative survey method was adopted for conducting the study.

The study was conducted on a sample of 300 Pre-primary teachers from various premary schools of Kanyakumari district.

ADHD Awareness test (Udaya sree and Deepa, 2019).

tistical techniques:

Percentage, t test and ANOVA followed by Schefee's post hoc analysis.

1. There exists significant difference in the mean scores of ADHD among pre-primary chers based on locale, type of management and experience. 2. There exists no significant ference in the mean scores of ADHD among pre-primary teachers based on educational alification, religion and monthly income. 3. There exists no significant difference in the an scores of inattention awareness among pre-primary teachers based on locale, type of nagement, educational qualification, experience and monthly income. 4. There exists no gnificant difference in the mean scores of awareness on hyperactivity of pre-primary teachers sed on educational qualification, experience and monthly salary. 5. There exists significant fference in the mean scores of awareness on hyperactivity of pre-primary teachers based 1. There is significant difference in the mean scores of learning difficulties locale, type of management and religion. 6. There exists significant difference in the Economics of higher secondary students based on locale, type of management and medean scores of Impulsivity awareness among pre-primary teacher on the basis of type of of instruction with respect to content, teaching techniques, learning and classroanagement, educational qualification and religion. 7. There exists no significant difference environment. 2. There is no significant difference in the mean scores of learning difficult the mean scores of Impulsivity awareness among pre-primary teacher on the basis of in Economics of higher secondary students based on sex, parents occupational stateome. 8. There exists no significant difference in the mean scores of awareness on community and religion with respect to content, teaching techniques, learning and classre havioural problems among pre-primary teachers based on locale, type of management, perience, educational qualification, religion and monthly income. 9. There exists no gnificant difference in the mean scores of awareness on emotional development among 5. Sree, Udaya.S.B (2019). Attention deficit Hyperactivity Disorder Awareness among re-primary teachers based on locale, type of management, experience, educational alification, religion and monthly income. 10. There exists no significant difference in the an scores of awareness on intervention among pre-primary teacher based on locale, type management, experience, educational qualification, religion and monthly income. 11. primary teachers on ADHD with respect to the background variables namely, locale, typhere exists no significant difference in the mean scores of awareness on medication among management, educational qualification, experience, religion and monthly income. 2 e-primary teacher based on locale, type of management, experience, educational

M.Ed. Research Abstracts 2018-2020

1. Malar, Merlin M (2020) Effectiveness of Mnemonic Techniques for Enhancing Vocal paide: Dr.S. Praveen Kumar) in English of class VI students (Master's thesis, Guide:Dr.K.Gireesh Kumar)

Objectives:

techniques in enhancing English vocabulary by comparing the post-test achievement schievement schievement group for the total samples and sub samples of the experimental group for the total samples and sub samples.

Method:

Experimental method was adopted for the study Non- equivalent pre-test post design was used.

Sample:

The experimental study was conducted on a sample of 60 students studying class in NVKS Higher secondary school, Attoor, Kanyakumari district. The experimental gratistical techniques: consisted of 30 students and the control group consisted of 30 students.

Tools used:

1.Instructional design in English vocabulary for the selected concept based mnemonic techniques (Merlin Malar and Gireesh Kumar 2020). 2. Achievement test vocabulary in English of selected concepts. (Merlin Malar and Gireesh Kumar 2020) Findings:

for the experimental and control group for the total sample and subsample, 2. Ther significant difference in the post-test mean scores in English vocabulary test in experimental and control group for the total sample and subsample based on gender There is significant difference in the adjusted post-test and post-test mean scores in Engl vocabulary test in the experimental and control group for the total sample and subsam based on gender. 4. There is significant difference in the adjusted pre-test and postmean scores in English vocabulary test of the experimental group for the total samples subsample based on gender.

Sujcesh.S (2020). Awareness of Dyslexia among Middle school Teachers. (Master's thesis,

bjectives:

1.To study the significant difference if any in the mean scores of dyslexia awareness 1. To Prepare instructional design based on mnemonic techniques for teacmong middle school teachers in total with regard to the dimensions namely concept of vocabulary for the students of class VI. 2. To test the effectiveness of mnemonic technityslexia, Causes of Dyslexia, symptoms of Dyslexia, inclusion of children with Dyslexia in enhancing English vocabulary by comparing the pre-test and post-test achievement said remedial measures to overcome Dyslexia. 2. To study the significant difference if any in of the experimental group and control group. 3. To test the effectiveness of mnental group and control group. 3. To test the effectiveness of mnental group and control group.

Normative survey method was adopted for the study. ample: The sample for the study comprised of 300 middle school teachers in Kanyakumari strict.

ools used:

The tool used for the study was Dyslexia awareness test.

Percentage analysis, t test and ANOVA.

indings:

1. There is no significant difference in the mean scores of awareness on dyslexia of ddle school teachers with respect to the background variables gender, educational ualification and training on special education. 2. There is significant difference in the ean scores of awareness on dyslexia of middle school teachers with respect to the 1. There is no significant difference in the pre-test mean scores in English vocabuackground variables locality, type of management, type of school and teaching experience.



