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ABSTRACTS

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EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Sampath, S. (2009). **An investigation into leadership preference of undergraduates.** *Journal of Educational Research and Extension*, 46(4), 36-52.

Objectives: (i) To investigate the leadership preference of undergraduates. (ii) To investigate the mean difference if any between the undergraduate boys and girls in respect of their leadership preference. (iii) To compare the means of scores on Leadership preference of different locale. (iv) To compare the means of scores on Leadership preference of different Undergraduate degree courses.

Methodology: Normative survey technique was employed. 300 undergraduate students (Boys-145, Girls-155; B.A-103, B.Sc-96, B.Com-101; Rural-33, Urban-160, Semi-Urban-107) were selected from Arts & Science colleges in Puducherry through Simple random sampling technique.

Findings: (i) Undergraduates' Leadership preference is higher in favour of democratic Leadership style (M= 104.70). (ii) Boys have secured higher score than that of Girls (M=106.02). (iii) Out of 300 samples selected for the study 88% of the sample has secured higher scores which indicate democratic leadership preference. (iv) There is no significant difference between Boys & Girls in respect of their mean scores (CR=1.95). (v) There is no significant difference between the leadership preference scores with respect to Rural & Urban (CR=0.40); Semi-Urban

& Urban (CR=1.33); Rural & Semi-Urban (CR=0.49). (vi) There is no significant difference between the leadership preference scores with respect to B.A & B.Sc (CR=1.00); B.A & B.Com (CR=1.43); B.Sc & B.Com (CR=0.22).

Rastogi, A., & Goel, C. (2010). **Schools for bright students from economically weaker section of society: A study of strengths and weaknesses of Rajkiya Pratibha Vikas Vidyalayas.** *Journal of Educational Research and Extension*, 47(4), 1-23.

Objectives: (i) To identify the strengths of Pratibha Vikas Vidyalayas as perceived by principals, teachers, students and their parents. (ii) To identify the weaknesses of Pratibha Vikas Vidyalayas as perceived by principals, teachers, students and their parents. **Methodology:** (i) Out of the three Pratibha Vikas Vidyalayas established in Delhi, two schools were selected randomly and the principals and class teachers of classes VI-XII of these schools were considered for the study. One section each of classes VI-XII was selected randomly and from each selected section, 3 students and one of their parents were considered for the study. Total sample comprised of 2 principals, 40 teachers working in Pratibha Vikas Vidyalayas, 42 students and their parents. (ii) Tools used – Mukhopadhyay's Institutional Profile Questionnaire (MIPQ), Rating Scale for Principal, Rating Scale for Students, Rating Scale for Parents,

Strengths and Weaknesses Analysis Sheets. **Findings:** (i) All the respondents consider principal as strength of these institutions. (ii) Teachers considered teacher quality as the strength of these institutions whereas principals, students and parents contradict their perception. (iii) All the respondents considered linkage and interface as weak area of these institutions. (iv) It was inferred that students in these schools are very talented, but still there are some lacunas in entrance test for the selection of students. (v) All the respondents considered examination and co-curricular activities as strengths of these institutions. (vi) In terms of job satisfaction, all the respondents are satisfied with these institutes. (vii) Principals and students are not satisfied with the teacher quality, but are satisfied with the teaching process going on in these institutions. (viii) Teachers also agree to this, but parents do not support their perception. (ix) Both the principals and students considered relationship among staff members and between staff members and students as the strength of these institutions. But teachers did not support their perception. (x) Both the principal and teachers considered office management as weak area of these institutions. (xi) All the respondents considered material resources as strength of these Institutions.

Murty, N. M. (2014). **Functioning of school committees at primary level.** *Journal of Educational Research and Extension*, 51(1), 1-6.

Objectives: (i) To know the perceptions of headmasters of the selective sample schools

on the functioning of school committees. **Methodology:** The present study is a qualitative study. The sample was 60 schools taken from three mandals of Srikakulam District. i) Seethampeta Mandal (tribal), ii) Palakonda (Urban) and iii) Palakonda (Rural). **Findings:** (i) The headmasters of male and female category respondents expressed one and the same opinion towards the functioning of school committees. (ii) The headmasters irrespective of the management (i.e.,) Mandal Parishad, Government and ITDA (Tribal) expressed the same opinion toward the functioning of school educational committees and were effective. (iii) The headmasters who are above graduation and below graduation level did not differ in their perceptions and expressed one and the same opinion about the functioning of school committees. (iv) The headmasters who are 20-40 years age and above 40 years of age did not differ in their perceptions and expressed one and the same opinion about the functioning of school committees. (v) The professional experience of the headmasters was the determining factor towards the functioning of school committees. Above 20 years respondents perceived more than that of the below 20 years towards functioning of school committees - it's due to experience of the respondents. The study indicates that greater professional experience may be the cause for high perception towards the functioning of school committees.

Maruthai, M., & Babu, R. (2014). **The Laissez Faire leadership style of higher secondary teachers in Tamil Nadu State.** *Journal of Educational Research and Extension*, 51(2), 7-10.

Objectives: (i) To study the level of Laissez-Faire leadership style of higher secondary teachers. (ii) To study the significance of the difference between male and female higher secondary teachers with respect to Laissez-Faire leadership style. (iii) To study the significance of the difference between rural and urban area higher secondary teachers with respect to Laissez-Faire leadership style (iv) To study the significance of the difference between higher secondary teachers belonging to nuclear and joint family with respect to Laissez-Faire leadership style (v) To study the significance of the difference between married and unmarried higher secondary teachers with respect to Laissez-Faire leadership style. **Methodology:** (i) The normative survey method was adopted, it describes and interprets what exists at present. (ii) The present study consists of 561 higher secondary teachers working in Trichy District. The sample was selected by using simple random sampling technique. (iii) Leadership style tool was constructed and standardized by the investigator (2012). (iv) The validity and reliability of the tool were also established and verified. **Findings:** (i) The higher secondary teachers are having average level of Laissez-Faire leadership style. (ii) The male and female higher secondary teachers do not differ significantly in their Laissez-Faire leadership style. (iii) The rural and urban area higher secondary teachers do not differ significantly in their Laissez-Faire leadership style. (iv) The higher secondary

teachers belonging to nuclear and joint family do not differ significantly in their Laissez-Faire leadership style. (v) The unmarried and married higher secondary teachers do not differ significantly in their Laissez-Faire leadership style.

Neelamegam, E., & Selvaraju, R. (2015). **Awareness of e-waste management among school teachers.** *Journal of Educational Research and Extension*, 52(4), 37-42.

Objectives: (i) To find out the level of awareness in e-waste management of school teachers. (ii) To find out whether there is any significant difference in e-waste management of school teachers.

Methodology: (i) Survey method and the sample for the present study comprises of 750 school teachers were selected. (ii) In the present study the reliability coefficient of EWS was calculated using test-retest method was found to be 0.96. **Findings:** (i) 17.2% of school teachers have low, 58.0% of them have average and 24.8% of them have high level of awareness in e-waste management. (ii) There is no significant difference between male and female school teachers in their awareness of e-waste management. (iii) There is no significant difference among government, self-financing and government aided school teachers in their awareness of e-waste management. (iv) There is no significant difference among physical science, biological science, language, math and history subject school teachers in their awareness of e-waste management.

Arasi, K.N., & Praneetha, V. (2016). **Internet Addiction and Cyber Crime Management of Undergraduate students.** *Journal of Educational Research and Extension*, Vol. 53 (3), 6-14.

Objectives: (i) To find out whether there is any significant relationship between Internet Addiction and Cyber crime engagement of undergraduate students. (ii) To find out the difference between first generation learners and non-first generation learners in their internet addiction and cyber crime engagement (iii) To find out difference between those undergraduate students who have internet facility at home and those who do not have internet facility at home. (iv) To find out the difference between students who visit browsing center and those who do not visit browsing center in their internet addiction and cyber crime management. **Methodology:** (i) Normative method based on cross sectional survey

used. (ii) The data were collected from 600 samples of undergraduate students drawn from eight colleges selected at random. (iii) The tool used for the study was Internet Addiction Test and Cyber Crime Engagement questionnaire. **Findings:** (i) There is significant and positive relationship between Internet Addiction and Cyber Crime engagement among undergraduate students. (ii) There is no significant difference between first generation and non-first generation undergraduate students with respect to Internet Addiction. (iii) The undergraduate students who do not have internet facility at home have more cyber crime engagement than those who have internet facility at home. (iv) There is no significant difference between undergraduate students who visit browsing center and those who do not visit browsing center with respect to internet addiction.

EDUCATIONAL TECHNOLOGY

Muthuchamy, I., & Thiyagu, K. (2010). **Higher secondary students' perception towards Information and Communication Technology at the school level.** *Journal of Educational Research and Extension*, 47(1), 46-57.

Objectives: (i) To find out the difference if any, between male and female students in respect to their perception towards Information and Communication Technology. (ii) To find out the difference if any, between rural and urban school students in respect to their perception towards Information and Communication Technology. (iii) To find out the difference if any, between government, aided and self financing school students in respect to their perception towards Information and Communication Technology. (iv) To find out the difference if any, between arts and science school students in respect to their perception towards Information and Communication Technology.

Methodology: (i) A sample of 300 plus one students from various higher secondary schools in Madurai educational district was chosen for the study using the random sampling technique. (ii) Survey method was used to collect data using the questionnaire developed by the investigator.

Findings: (i) Higher secondary students of Madurai educational district have better perception towards Information and Communication Technology. (ii) Both

male and female students are similar in their perception towards Information and Communication Technology. (iii) Higher secondary school students from different types of schools differ significantly in respect to their perception towards Information and Communication Technology in Education. Students of government schools have a lesser in perception than the students of self financing schools. (iv) Students studying in rural and urban schools differ significantly in their perception towards Information and Communication Technology. (v) The science group students have better perception towards Information and Communication Technology than the arts group students.

Kaur, S. (2010). **Effectiveness of Computer Assisted Instructions (CAI) in teaching of Chemistry at secondary level.** *Journal of Educational Research and Extension*, 47(2), 13-20.

Objectives: (i) To prepare a computer assisted instructional package on the topic of 'Chemical Bonding'. (ii) To compare the mean gain scores of the control group and experimental group in their pre test. (iii) To find out whether there is significant difference in the scores of the pre test and post test of the control group. (iv) To find out whether there is significant difference in the scores of the pre test and post test of the experimental group. (v) To compare the scores obtained by

the control and experimental in their post test. **Methodology:** (i) The design of the study was experimental in nature. (ii) 60 students of plus one class were selected as the sample for the study. (iii) The investigator developed a CAI package on the topic 'Chemical bonding' from the plus one NCERT textbook and an achievement test in Chemistry on the same topic. (iv) The experimental group consisted of 15 male and 15 female students who were taught 'Chemical bonding' using CAI and the control group consisted of 15 male and 15 female students who were taught by the conventional method of teaching. (v) A pre test and post test were administered before and after teaching. **Findings:** (i) There is no significant difference between the experimental and the control group in the pre test of achievement. (ii) There is no significant change in the achievement score of control group in pre test and post test. (iii) The experimental group had achieved a high score in the post test of achievement. (iv) The students who were taught by CAI learned more and showed high achievement than those who are taught by the conventional method of teaching. This is due to the favourable impact of CAI on the achievement of students.

Singaravelu, G. (2010). **Multimedia Assisted Teaching in pedagogical technique.** *Journal of Educational Research and Extension*, 47(2), 39-47.

Objectives: (i) To find out the ineffectiveness of understanding the Pedagogical technique among Scholars

Master of Philosophy through conventional methods. (ii) To find out the difference between pre-test and post-test of control group in understanding the Pedagogical technique. (iii) To find out the difference between pre-test and post-test of experimental group in understanding the Pedagogical technique. (iv) To find out the effectiveness of the Multimedia Assisted Teaching in understanding the Pedagogical technique. **Methodology:** (i) Parallel group experimental method was adopted in the study. (ii) Twenty scholars of Master of Philosophy in the Department of Zoology from Bharathiar University, Coimbatore were selected for the study using purposive sampling technique. (iii) Ten scholars were involved in the lecture method of teaching of Pedagogical technique and the other ten in Multimedia Assisted Teaching in Pedagogical technique. (iv) An achievement test was administered for pre test and post test. **Findings:** (i) Scholars of Master of Philosophy has scored 29% marks which show the problems in understanding Pedagogical technique. (ii) The score of the control group in pre test is less than that of post test and it proves the ineffectiveness of the conventional method in teaching Pedagogical technique among the scholars of Master of Philosophy in the Department of Zoology from Bharathiar University, Coimbatore. (iii) The score of experimental group in pre test is more than that of post test and it prove the effectiveness of Multimedia Assisted Teaching in understanding Pedagogical technique. (iv) Gain score of the conventional method in understanding Pedagogical technique is

8.2% and it prove less impact. Gain score of the Multimedia Assisted Teaching method in understanding Pedagogical technique is 58% and it prove more impact in the innovative Multimedia Assisted Teaching method in understanding Pedagogical technique.

Srinivasalu, G. N., & Vijayalakshmi, S. (2010). **Effectiveness of computer multimedia package (SLM) on achievement in social sciences: An experimental study.** *Journal of Educational Research and Extension*, 47(4), 35-48.

Objectives: (i) To develop Multimedia Package (SLM) to certain selected units of high school XI standard social sciences content. (ii) To study the effectiveness of multimedia package (SLM) on the achievement of XI standard students in social science. (iii) To find out the relative effectiveness of Multimedia Package on the achievement of students of experimental and control group. **Methodology:** (i) The study was experimental in nature and post test single group experimental design was used. (ii) 104 students of IX standard of Indiranagara, comprising boys and girls were selected for the study. (iii) Tools used – Multimedia Package (SLM), Achievement test, Reaction Questionnaire. **Findings:** (i) A strategy implemented with self learning material of multimedia techniques brings about improvement in Social Sciences on the achievement of students of experimental group. (ii) There was a superior performance of experimental group over the traditional group which suggests that Multimedia Package (SLM) was found to be effective. (iii) A focussed

treatment with Self Learning Material of Multimedia techniques has enhanced the achievement of students of experimental group in Social Sciences. (iv) The gender of the students has no influence on the achievement in Social Sciences of students of experimental group.

Denisia, S. P. (2010). **Effectiveness of Computer Aided Learning in teaching science concepts.** *Journal of Educational Research and Extension*, 47(4), 62-69.

Objectives: (i) To find out the effectiveness of CAL in achievement of science concepts. (ii) To find out the achievement in teaching science concepts with the experimental group through CAL. (iii) To compare the achievement in teaching science concepts to the control group with that of the experimental group. (iv) To find out the relationship between Achievement in Science Concepts (ASC) and Academic Achievement in Science (AAS). **Methodology:** (i) 80 students in VII standard studying in Government Girls' Higher Secondary School, Othakadai, Madurai were taken as the sample. (ii) Based on the performance in the entry behaviour test and by using matching technique, 40 students each for control and experimental group were selected. (iii) Tools used – Entry Behaviour Test, Pre test and Post test, Achievement test, CAL package. (iv) Statistical techniques – *t*-test, Correlation. **Findings:** (i) There is no significant difference between the pre-test mean scores of the control group and the experimental group in all the units. (ii) There is a significant difference

between the pre-test performance and the post-test performance (unit wise as well as global) of the control group. (iii) There is a significant difference between the pre-test performance and the post-test performance of the experimental group. (iv) There is a significant difference between the post-test mean scores of the control group and experimental group in the unit test as well as in the global. (v) Achievement in Science Concepts (ASC) has low positive relationship with Achievement in Science in the control group. Achievement in Science Concepts (ASC) has very high positive relationship with Achievement in Science in the experimental group. The relationship study reveals that Computer Aided Learning is more effective than the traditional method of teaching.

Raj, U.D. (2010). **Effectiveness of Computer Assisted Learning Multimedia on Science achievement.** *Journal of Educational Research and Extension*, 47(4), 70-78.

Objectives: (i) To design and develop Computer Assisted Learning Material (CAL) with multimedia presentation for teaching certain science concepts. (ii) To implement Computer Assisted Learning Multimedia to enhance the teaching-learning process. (iii) To study the effect of Computer Assisted Learning Multimedia in enhancing the achievement. (iv) To study and compare the level of gain scores of low achievers and high achievers of experimental group. **Methodology:** (i) The total sample consisted of 98 students from two Government Higher Secondary schools in Chennai including

both boys and girls studying in Class IX under State Board Syllabus. (ii) Tools used – Computer Assisted Learning Material with Multimedia module, Achievement test constructed by the investigator. **Findings:** (i) At the post-test level, the mean values of achievement differs significantly from the pre-test for experimental group, indicating that CAL strategy has positive influence on the learners' achievement. (ii) The significant difference in the mean values of achievement of control and experimental group after experimentation shows that computer assisted learning multimedia strategy has facilitated the students to score better compared to that of traditional method. (iii) The low achievers mean gain score is much higher than high achievers indicating that CAL strategy is facilitating the performance of all the categories and low achievers are more motivated to achieve better.

Tholappan, A., & Krishnakumar, R. (2011). **Attitude of higher secondary students towards Computer Assisted Instruction.** *Journal of Educational Research and Extension*, 48(1), 40-47.

Objectives: (i) To study the level of attitude of higher secondary students towards Computer Assisted Instruction. (ii) To study the factors influencing the attitudes of higher secondary students towards Computer Assisted Instruction. **Methodology:** Present study is descriptive in nature, survey method was used for investigation. The sample for the study is collected from the 300 higher secondary students at + 1 level who were

residing in Trichy district. For the study, stratified random sampling was employed. **Findings:** (i) Nearly 16% of students are having high level attitudes towards CAI. (ii) Both male and female students are having equal attitude towards CAI. (iii) The attitude of students towards CAI who belong to urban residential background was found to be higher than the students with rural background. (iv) The attitude of students with computer knowledge was found to be higher than the students who are not having computer knowledge. (v) The attitude of students towards CAI from Govt. schools was found to higher than the students from Aided school. (vi) The attitude of students with high parent educational qualification was found to be higher than the students with low level parent educational qualification next to high parent educational qualification.

Karthikeyan, P., & Shanthi, S. (2012). **Effect of teaching science through projected and non-projected aids among secondary students.** *Journal of Educational Research and Extension*, 49(2), 79-87.

Objectives: (i) To develop achievement test in Science for IX students. (ii) To develop projected and non-projected aids in science for IX students. (iii) To find out the effect of using projected aids for experimental group and non- projected aids for control group on the achievement in science in different learning objectives such as knowledge, understanding, application and skill. (iv) To find out the effect on achievement in science on the basis of parents occupation and educational qualifications. (v) To compare

the effect of using projected and non-projected aids for experimental and control group on achievement with respect to the learning objectives, parents occupation and educational qualification. **Methodology:** Experimental method has adopted. The tools for the study are projected and non-projected aids prepared by investigator and achievement test conducted. The following statistical techniques applied – mean, Standard deviation, t-test and γ -value.

Findings: (i) There is no significant difference on the achievement scores in the pre-test among control and experimental groups. (ii) There is a significant difference in the mean scores of post test among the control and experimental group with respect to the learning objectives among IX standard students. (iii) There is a significant difference in the mean scores on achievement in science of control and experimental groups with respect to lessons among IX standard students. (iv) There is no significant correlation between the pre and post test score of the control group students. (v) There is a significant correlation between the pre and post test score of the experimental group students.

Rengarajan, P., Deviha, S. V. & Jayaraman, K. (2012). **Evaluating the effectiveness of Java applets in teaching circle in mathematics at the higher secondary level.** *Journal of Educational Research and Extension*, 49(3), 01-09.

Objectives: (i) To develop suitable Java Applets package in 'Circle' at the higher secondary level (ii) To find out whether there is any significant difference between

pre-test and post-test scores of control group and experimental group students. (iii) To find out whether there is any significant difference between pre-test and post-test scores of control group and experimental group students in attainments of knowledge, understanding, application and skill objectives. (iv) To find out whether there is any significant difference between pre-test and post-test scores of control group and experimental group students in their gain scores. **Methodology:** (i) Pre-test, post-test parallel Group design is adopted for the study. A representative and manageable sample of 50 students was chosen through simple Random sampling technique, the group was given the treatment of instruction using Java Applets on the topic Circle. (ii) Before the treatment an achievement test was conducted as a pre-test and the marks are recorded, after the treatment an achievement test was given as a post-test, the difference in the mean achievement scores were analyzed to find out the effectiveness of teaching Mathematics at Higher Secondary Level. (iii) The analysis of the pre-test and post-test scores was done through the test of significance. **Findings:** (i) There is no significant difference in pre-test scores of control and experimental group students. (ii) There is significant difference in post-test scores of control and experimental group students. According to the t-test result the experimental group is better than the control group. This may be due to the fact that the experimental group students are given exposure on through the developed package. The developed Java Applets has the picture and special effects. So it is better.

(iii) There is no significant difference between the pre-test scores of control and experimental students in attainment of knowledge, understanding, application and skill objectives. (iv) There is no significant difference between the Post-test scores of control and experimental students in attainment of knowledge, understanding, application and skill objectives. (v) There is significant difference between control and experimental group students in their group students in their gain scores. That is, the experimental group students are better than control group students in their gain scores. According to the t-test result experimental group students are better than the control group students. This may be due to the factor that the experimental group students are given exposure on through the developed Java Applets.

Indrani, M. V. (2012). **Effectiveness of digitalized and print form of Programme Learning Materials for teaching 'Reported Speech' of English grammar.** *Journal of Educational Research and Extension*, 49(4), 07-13.

Objectives: (i) To compare adjusted mean scores of achievement of reported speech of the students taught through PLM print strategy, PLM digital strategy and lecture strategy by considering pre achievement of reported speech as covariate. **Methodology:** (i) There was 550 students in IX class 11 recognized English Medium schools in Jalgaon city. (ii) The sample was drawn from the same population. (iii) In this study was adopted random sampling technique. (iv) In the present study, the data were

collected in respect of understanding of English grammar concepts, therefore reported speech test and reactions towards programmed learning material in print form and programmed learning material in digital form were assessed. (v) In this study was used for analyzing data in one-way ANCOVA. **Findings:** (i) PLM digital strategy was found to be significantly more effective than PLM print strategy in terms of achievement of reported speech when groups were matched with respect to pre-achievement of reported speech. (ii) PLM print strategy was found to be significantly more effective than lecture strategy in terms of achievement of reported speech when groups were matched with respect to pre-achievement of reported speech. (iii) PLM Digital strategy was found to be significantly more effective than lecture strategy in terms of achievement of reported speech when groups were matched with respect to pre-achievement of reported speech.

Kaur, S. (2012). **Effectiveness of multimedia approach in teaching of mathematics at secondary stage.** *Journal of Educational Research and Extension*, 49(4), 14-27.

Objectives: (i) To compare the effect of multimedia approach and the conventional teaching in terms of pupils achievement in mathematics. (ii) To compare the mean post test scores of experimental and control groups to see the effectiveness of multimedia on the achievement in mathematics. (iii) To compare the mean post test scores of boys and girls of experimental group. **Methodology:** (i) Parallel group design was used for the present study. (ii) Sample

was selected randomly. (iii) It consisted of 100 students of 9th grade from Government, Secondary School, Kot Khalsa, out of 100 students, 50 were boys and were girls. (iv) The statistical techniques used are mean, standard deviation, t-ratios. **Findings:** (i) The performance of students in both the groups i.e., experimental and controlled groups do not differ in their pre achievement scores. (ii) The performance for students in mean post test scores of experimental group i.e., with multimedia is higher than mean post test scores of controlled group i.e., with conventional method. (iii) The boys and girls slightly differ in their performance when taught with multimedia. (iv) The students of experimental group were looking well motivated and ready to learn each day of experimental duration of CAI treatments than students of controlled group.

Sheeba, L., & Kumar, S. G. R. (2013). **A comparative study on the effectiveness of self learning modular approach and lecture demonstration strategy of instruction for enhancing the awareness of VHSE aquaculture students on freshwater ornamental fish culture and aquarium maintenance.** *Journal of Educational Research and Extension*, 50(1), 1-7.

Objectives: (i) To prepare a self learning module (SLM) on Freshwater Ornamental Fish Culture (FOFC) and Aquarium Maintenance (AM) to test its effectiveness on the basis of mean pre and post-test scores. (ii) To prepare lesson transcripts for lecture demonstration (LD) on FOFC

and AM to test its effectiveness on the basis of mean pre and post-test scores. (iii) To compare the effectiveness of SLM and LD for enhancing the theoretical awareness of VHSE aquaculture students on freshwater ornamental fish culture and aquarium maintenance. (iv) To compare the effectiveness of SLM and LD for enhancing the occupational awareness of VHSE aquaculture students on freshwater ornamental fish culture and aquarium maintenance. (v) To compare the effectiveness of SLM and LD for enhancing the theoretical and occupational awareness of VHSE aquaculture students on freshwater ornamental fish culture and aquarium maintenance. **Methodology:** Experimental study was conducted for 64 second year VHSE Aquaculture students and 20 subject teachers were used for preparing the SLM. **Findings:** (i) SLM was found to be effective for enhancing the theoretical awareness, occupational awareness, theoretical and occupational awareness of the sample on FOFC and AM. (ii) LD was found to be effective for enhancing the theoretical awareness, occupational awareness, theoretical and occupational awareness of the sample on FOFC and AM. (iii) SLM was found to be more effective than LD for enhancing the theoretical awareness, of the sample on FOFC and AM. (iv) SLM was found to be more effective than LD for enhancing the occupational awareness, of the sample on FOFC and AM. (v) SLM was found to be more effective than LD for enhancing the theoretical and occupational awareness, of the sample on FOFC and AM.

Nath, B.K., & Sarabi, M. K. (2013). **Computer literacy among M.Ed. students of Calicut University - An exploration.** *Journal of Educational Research and Extension*, 50(3), 4-9.

Objectives: (i) To assess the computer literacy of M.Ed. students in the total sample and to identify the areas of computer literacy where student-teachers have higher rates of difficulty. (ii) To examine whether there exist significant difference among M.Ed. students in their computer literacy on the basis of Gender, Subject of specialization, Type of management of institution. (iii) To find out whether there exists significant difference among M.Ed. students in each of the select area of computer literacy on the basis of Gender, Subject of specialization, Type of management of institution and to identify the strata of M.Ed. students who are relatively stronger/weaker on select areas of computer literacy. **Methodology:** 'Normative Survey Method' was employed in this research. The population of the present study was M.Ed. students of University of Calicut. The study was conducted on a representative sample of 150 M.Ed. students of Calicut University by using stratified sampling technique. The major objective of the study was to measure the computer literacy of M.Ed. students. The tool used was 'computer literacy assessment test which contained 46 items. **Findings:** (i) The extent of computer literacy (Total) among M.Ed. students is ranging from 26% to 77%. An average M.Ed. student has acquired 63 percent of computer literacy in total. (ii). The areas according to the

order of magnitude of computer literacy among M.Ed. students are Basic computer operations (63%), word process software (55%), presentation software (41%), spreadsheet software (40%), Internet (31%).

Selvakumar, P., & Thandavamoorthy, K. (2013). **Use of electronic resources among the users of N.S.N. College of Engineering and Technology, Karur district, Tamil Nadu – A study.** *Journal of Educational Research and Extension*, 50(3), 44-50.

Objectives: (i) To know the awareness of e-resources among the users of N.S.N. College of Engineering and Technology library. (ii) To study the degree of utilization of e-journals by the users of N.S.N. College of Engineering and Technology library. (iii) To determine the level of satisfaction of the users on e-resources. (iv) To examine the effectiveness of e-resources in upgrading the users. **Methodology:** A survey was conducted in the selected faculties to collect data; a questionnaire was designed with questions like demographic characteristics, computer skills, frequency of use, satisfaction with e-resources, and performance of the library in satisfying the needs of the users. Besides questionnaire, observation and interview methods were also adopted. Proportionate stratified random sampling techniques were adopted for deriving sample population. Thus, totally, 308 questionnaires with 163 male users and 145 female users were distributed. 284 filled in questionnaires were received with a response rate of 92.21 percent. **Findings:** (i) The use of electronic resources is found to be significant among the users of N.S.N

College of Engineering and Technology. (ii) Some of the resources such as e-book, e-encyclopedias and e-dictionaries are less used. (iii) Slow downloading was found to be a major factor for less use of e-resources. (iv) More than 50% of the users were of the opinion that the relevance of the e-resources covered by e-journals consortium of N.S.N College of Engineering and Technology was satisfactory. (v) Majority of the users agreed that training would lead to better utilization of resources.

Singaravelu, G. (2013). **Effectivity of multimedia package in communicative skill in English.** *Journal of Educational Research and Extension*, 50(4), 31-33.

Objectives: (i) To identify the hurdles faced by the B.Ed trainees in acquiring communicative competency in English. (ii) To find out the significant difference in achievement mean score between the pre test of control group and the post test of control group. (iii) To find out the significant difference in achievement mean score between the pre test of Experimental group and the post test of Experimental group. (iv) To find out the impact of Multimedia package in acquiring communicative skill in English. **Methodology:** Parallel group experimental method was adopted in the study. Eighty Student-Teachers of B.Ed, Government College of Education, Orathanadu were selected as sample for the study. Forty students-teachers were considered as Control group and another forty were considered as Experimental group. Researcher's self-made achievement test was used as a tool for the study.

Validity of the tool was established by the opinion of the juries. Reliability of the tool was established by the test-retest method. **Findings:** (i) In the post-test, trainees of B.Ed scored 80% of marks and the trainees scored 20% of marks in the conventional method. (ii) There is no significant difference between the pre-test of control group and post-test of control group in achievement mean scores of the B.Ed trainees in developing communicative skill in English. (iii) There is no significant difference in achievement mean score between the pre-test of Experimental group and post-test of experimental group. (iv) Multimedia package is more effective than existing methods in developing communicative skill in English.

Joshua, E., & George, A. (2014). **Interactive multimedia: The pinnacle of education.** *Journal of Educational Research and Extension*, 51(1), 22-26.

Objectives: (i) To compare the effectiveness of Interactive multimedia techniques with that of activity oriented method on achievement in physics among students at secondary level with respect to instructional objectives such as, a) Knowledge b) Process c) Creativity d) Attitudinal e) Application. **Methodology:** Experimental method is considered to be the most appropriate for the study. The design selected is pre-test post-test non- equivalent group design (Best 2004). The sample of 60 students was selected for the study. The experimental group consists of 30 students and 30 students from Control group. **Findings:** (i) Interactive multimedia is more effective

in the case of instructional objectives, process, creativity, attitudinal, application when compared to activity oriented method. (ii) Interactive multimedia has equal effectiveness in the case of knowledge when compared to activity oriented method.

Shanmugam, L.P.N. (2014). **A study of digital smart classroom teaching experience of high school teachers in Madurai district.** *Journal of Educational Research and Extension*, 51(1), 27-31.

Objectives: (i) To find out the high school teachers experience on digital smart classroom teaching. (ii) To find out the relationship of their teaching competency with their experience on digital smart classroom teaching. **Methodology:** Survey method has been used in this study. The sample consists of 80 teachers drawn by purposive sampling from Sri Aurobindomira Matric Higher Secondary school, Vellammal Matric Higher Secondary School and Jeevana International School, Madurai. The investigator constructed Digital smart classroom teaching experience of high school teachers. There are three dimensions (i) Empower Faculty (15 statements), (ii) Electronic Environment (15 statements) and (iii) User interface (10 statements). *t*-test and correlation were employed. **Findings:** (i) There is no significant difference between UG and PG teachers in Teaching competency, Empower faculty and Electronic environment and Digital Smart classroom experience as a whole. (ii) There is a significant difference

between UG and PG teachers in User interface at 0.01 level of significance. (iii) Teaching competency has low positive relationship with empower faculty. (iv) Teaching competency has low positive relationship with Electronic environment. (v) Teaching competency has high positive relationship with Digital smart classroom technology.

Ramakrishnan, N. (2014). **Effectiveness of CAI package on Physics achievement of IX standard students.** *Journal of Educational Research and Extension*, 51(2), 18-25.

Objectives: (i) To develop a CAI package on Physics unit Wind, Power and Energy for IX Standard Students of Tamil Nadu State board Syllabus. (ii) To validate the CAI package on Physics unit Wind, Power and Energy for IX Standard Students of Tamil Nadu State board Syllabus. (iii) To validate the criterion test on Physics unit Wind, Power and Energy for IX standard Students of Tamil Nadu State board Syllabus. (iv) To find out the effectiveness of CAI package on Physics achievement of IX standard Students. (v) To find out the effectiveness of CAI Package on Physics Achievement of IX Standard Students in terms of various sub groups of the sample selected for the study. **Methodology:** (i) The investigator developed and validated CAI package on Physics unit Work, Power and Energy. A pretest – post test equivalent groups design is used. The experimental and control group consisted of 40 students each. Data were collected from the identified students using Criterion Test in Work, Power and Energy before and after the treatments.

Measures of central tendencies, measures of variability, coefficient correlation, Spearman Brown Prophecy Formula, t-test, ANOVA, ANCOVA and Product Moment correlation were applied. **Findings:** (i) The developed CAI Package on Work, Power and Energy has effected positive changes in the IX standard students' achievement in physics concepts. (ii) The CAI Package on Work, Power and Energy has effected positive changes in the boys' achievement in physics concepts. (iii) The CAI Package on Work, Power and Energy has effected positive changes in the girls' achievement in physics concepts.

Joy, H.B.H., & George, M.K. (2014). **Attitude towards multimedia package and achievement in physics of secondary school students in Kerala based on gender and type of schools.** *Journal of Educational Research and Extension*, 51(2), 56-61.

Objectives: To find the relationship between attitude towards Multimedia Package (MMP) and Achievement of Secondary School students in Kerala based on gender and type of school. **Methodology:** (i) Survey method is adopted in the present study. (ii) A multimedia package (MMP) was developed and standardized by the investigator on selected topics in Physics for standard VIII pupils. The achievement of students was measured using an achievement test developed by the investigator. (iii) The sample consisted of 467 VIII class students. (vi) Mean, standard deviation and t-test was calculated for the sample of boys and girls. Correlation was also calculated to find if there exists

a relationship between attitude towards multimedia package and achievement in Physics. **Findings:** (i) The attitude scores of female students with regard to the MMP are higher than that of male students. There exists significant difference in the attitude of male and female students with regard to MMP. (ii) The achievement scores of female students are higher than that of male students. (iii) The attitude scores of the government school students are lower than that of the aided school students. (iv) The achievement scores of aided school students are higher than the achievement scores of government school students. (v) The attitude scores of the government school students are lower than that of the unaided school students. (vi) The achievement scores of unaided school students are higher than the achievement scores of government school students. (vii) The attitude scores of the unaided school students are lower than that of the aided school students. (viii) The achievement scores of unaided school students are higher than the achievement scores of aided school students. (ix) There is a relationship between attitude of students with regard to multimedia package and achievement for the total sample.

Tyagi, S., & Bisht, H. (2014). **Computer based simulation effective learning media.** *Journal of Educational Research and Extension*, 51(2), 62-68.

Objectives: (i) The achievement scores of unaided school students is higher than the achievement scores of aided school students. (ii) There exists significant difference in the achievement of aided school students and unaided school students. (iii) There

is a relationship between attitude of students with regard to multimedia package and achievement for the total sample. **Methodology:** (i) Survey method was used for the purpose of the present investigation. (ii) The investigator selected two educational collages and thirteen Government and private secondary schools of Sonapat district for the present study. A total of 100 In-service and Pre-service teachers were selected by using convenience sampling technique. (iii) Computer Based Instructions – Attitude Scale (CBIAS), was developed by the investigator. (iv) Mean, SD and t-test were used to analyze the whole data. **Findings:** (i) Male teachers possess more positive attitude towards CBI as compared to female teachers. (ii) Private school teachers possess more positive attitude towards CBI as compared to Government school teachers. (iii) In-service teachers possess more positive attitude towards CBI as compared to Pre-service teachers.

Hara One, A., & Vitus, G. J. (2014). **Influence of certain demographic variables on the effectiveness of multimedia instructional package in developing reading comprehension in English at upper primary level.** *Journal of Educational Research and Extension*, 51(4), 16-19.

Objectives: (i) To prepare a multimedia package to develop reading comprehension in English at upper primary level. (ii) To know the difference in reading comprehension scores of students of class seven with regard to the demographic variables - locale, parental educational

status and parental income. **Methodology:** (i) Experimental method is chosen for the study. (ii) The sample consists of forty students of class seven from a government school in Attingal. (iii) A multimedia instructional package was prepared by the investigator for one lesson to develop reading comprehension in English. (iv) A reading comprehension test in English prepared by the investigator. (v) Personal data sheet prepared by the investigator. **Findings:** The findings revealed that the select demographic variables do not show any significant difference in developing reading comprehension in English through multimedia instructional package.

Kuttiammal, S., & Pushpam, M. A. (2016). **Effectiveness of Multiple Intelligence theory based Multimedia package in learning Biology among IX standard students.** *Journal of Educational Research and Extension*, Vol. 53 (3), 15-21.

Objectives: To compare the effectiveness of learning Biology through the traditional,

learning with teachers assistant and the self learning by multiple intelligence theory based multimedia package on academic achievement of the 9th standard students.

Methodology: (i) The method selected for the study is experimental method. (ii) A total of 102 students studying in standard IX were selected by using random sampling technique. (iii) The tool used for the study were Raven's Intelligence Test, Pre-test and Post-test prepared by the researcher and Multiple intelligence theory based Multimedia package in selected topics in Biology. The same package was used for both Experimental group 1 and 2. **Findings:** (i) There is significant difference among the three groups in their post test means score. (ii) There is no significant difference between the post test mean scores of male and female in the experimental group 1 (iii) There is no significant difference between the post test mean scores of male and female in the experimental group 2.

MEASUREMENT AND EVALUATION

Swaminathan, S. (2009). **A bibliometric analysis of the Journal of Educational Research and Extension: A study.** *Journal of Educational Research and Extension*, 46(4), 77-87.

Objectives: (i) To analyze year wise distribution of papers. (ii) To analyze authorship pattern and degree of collaboration. (iii) To analyze subject wise distribution of papers. (iii) To identify Geographical wise distribution of papers. (iv) To examine Lotka's Law in author productivity. **Methodology:** 5 year issues (2004-08) of the journal were collected.

Findings: i) Among 119 papers, maximum number of papers (26 papers 21.84%) was published in the year 2006 and minimum number of papers (20 papers 16.80%) was published in the year 2005. (ii) Among 119 papers published, single and two authors contributed same number of papers (56 each 47.09%) three authors contributed (6 papers 5.04%) next to it and more than three authors contributed only one (0.84%). (iii) The maximum numbers of papers (72 papers 60.50%) were published with pages between 6 and 10 and papers with pages 1- 5 contributed in minimum numbers (2 Papers 1.68%). (iv) The maximum number of paper were published in the field of Educational Technology (16 papers 13.44%) and minimum number of paper were published in the fields of Drop

outs, Child Labour, Extension Education, Globalization, Human Rights Education, Learning Styles, Physical Education and Vocational Education (1 paper 0.84%). (v) Tamil Nadu based authors (55 papers 47%) contributed maximum among the 18 states of India and states like Jammu & Kashmir, Chattisgarh, Himachal Pradesh and Pondicherry (1 paper 0.85%) contributed minimum paper. (vi) The references cited between 1-6 and 6-10 were published more (46 papers each) and the reference cited between 16-20 contributed less in numbers (6 papers 5.04%). (vii) In 2005, the degree of Collaborations of authors ($C= 0.80$) was high and in 2007 it is low ($C= 0.30$). (viii) A minimum difference of 0.01 differences was found every year between the number of papers and Authors.

Kumar, S. G. N., & Arockiasamy, S. (2010). **Perception of co-curricular activities by higher secondary students and its influence on their academic achievement.** *Journal of Educational Research and Extension*, 47(3), 1-8.

Objectives: (i) To find the difference in the values of co-curricular activities as perceived by higher secondary students with reference to their background variables – Sex, Native Place, School Category, School Locality, Family Nature. (ii) To find the difference in academic achievement of higher secondary

students with reference to their background variables. (iii) To find the relationship between values of co-curricular activities as perceived by higher secondary students and academic achievement with reference to their background variables. **Methodology:** (i) The method adopted in the present study is Descriptive Research or Survey method. (ii) A stratified random sample of 1000 students was drawn from the higher secondary schools of three educational districts of Kanyakumari revenue district. (iii) Tools used – Co-curricular Activities Value Perception Scale, Academic record of students to procure their academic achievement scores. **Findings:** (i) There is no significant difference in the values of co-curricular activities as perceived by higher secondary students with regard to background variables excepting between government and private school students. (ii) There are no significant differences in the academic achievement of higher secondary students with regard to school category and nature of family. Male students, with town as nativity and those studying in rural schools have higher academic achievement than that of female students with village as nativity and those studying in urban area schools. (iii) The academic achievement of the higher secondary students does not depend on their perception of co-curricular activities.

Anandan, K., & Kumar, A. K. P. (2011). **Influence of parent's education and occupation on the achievement in Physics among matriculation students of Krishnagiri district in Tamil Nadu.**

Journal of Educational Research and Extension, 48(2), 65-75.

Objectives: The major objective of the study was to find out the achievement of the Matriculation students in Krishnagiri district of Tamil Nadu and the specific objectives of the study were, (i) To find out the achievement of the students in Physics with respect to the parent's qualification i.e., up to XII and college level. (ii) To find out the achievement of the students in Physics with respect to the parent's occupation i.e., agriculture, business, Government employment and others. **Methodology:** The present study belongs to the normative survey research as the subjects are homogeneous. The variables used in the survey were parent's education and occupation. The stratified random sampling technique was followed. In Krishnagiri District, the investigator randomly selected 3 schools in urban area and 6 schools in rural area. The size of the sample was 350 out of which 190 were urban students and 160 were rural students. **Findings:** (i) Among the students whose parent's qualification is upto XII standard and college level, the mean achievement scores in Physics were similar irrespective of their locality. (ii) There is no difference in mean achievement scores in Physics of both urban and rural students whose parent's qualification is up to XII standard and college level. (iii) The achievement of students whose parent's occupation is agriculture, business, Government employment and others were also similar.

Kaur, J., & Kaur, S. (2011). **Effect of Concept Attainment model of teaching on mathematical achievement of secondary school students.** *Journal of Educational Research and Extension*, 48(3), 37-46.

Objectives: (i) To apply the Bruner's Concept Attainment Model in teaching Mathematical concepts to class IX students. (ii) To compare the Mathematical Achievement of students taught with Bruner's Concept Attainment Model and Traditional Method of teaching. (iii) To compare the effectiveness of Concept Attainment Model on Mathematical Achievement of boys and girls. **Methodology:** (i) Experimental method of research was followed study the problem. (ii) The present study took up 22 pupils of 9th grade of a school of District Ludhiana was taken and was divided into two groups by matching in terms of mathematical achievement. (iii) Out of the 22 pupils, 11 students were taught Mathematical concept with the help of concept attainment model (CAM) and 11 students were taught the traditional method by the investigator. (iv) Tools used were Teacher made achievement test for attainment of Mathematical concepts and the lesson plans based on concept attainment strategy prepared by the investigator. **Findings:** (i) Both the groups i.e., Group "A" taught through Bruner's model and Group "B" taught through traditional method have improved their performance. Both the strategies were effective in bringing improvement in the achievement scores at post-test level. (ii) While comparing both the strategies,

it was found that Group "A" achieved more than Group "B". It means that Bruner's model was more effective than traditional method in the teaching of Mathematical concepts. (iii) The study revealed that both males and females improved through Bruner's concept attainment model as well as traditional method. (iv) The investigator felt that mathematical concepts can be easily taught by applying Bruner's model because it helps the students to distinguish between positive and negative examples as well as attributes of a concept. The students enjoyed being taught through this method since it provides interaction in the classroom and students participated freely while asking questions and replying.

Annakodi, R. (2011). **Relationship between co-curricular activities and academic achievement among the second year students of Arts and Science colleges in Coimbatore.** *Journal of Educational Research and Extension*, 48(4), 48-55.

Objectives: (i) To find out the significant relationship between the co-curricular activities and academic achievement between Government, Government-aided and self financing Arts and Science college students. (ii) To find out the significant difference between the co-curricular activities and academic achievement of boys and girls of government arts and science college. (iii) To find out the significant difference between the co-curricular activities and academic achievement of boys and girls of government-aided arts and science college. (iv) To find out the significant difference between the

co-curricular activities and academic achievement of boys and girls of self financing arts and science college. (v) To find out the significant difference between the dimension of co-curricular activities and academic achievement of boys and girls of government, government-aided and self financing arts and science colleges. **Methodology:** (i) Survey method is used in this study. (ii) A sample of 300 students was drawn through random sampling technique. (iii) Co – curricular activities dimension questionnaire structured and validated by the investigator. For academic achievement, the marks scored by the second year students of arts and science colleges in the first semester were taken. **Findings:** (i) There is a significant difference between the relationship of the co-curricular activities and the academic achievement of the students. (ii) From the study it is inferred that the mean score of the boys and girls are 110.94 and 99.64 respectively. This clearly states that the boys possess higher level of involvement in co-curricular activities compared to that of girls. (iii) There is significant difference between the co-curricular activities and academic achievement of the arts and science students studying in the government, government-aided and self financing institutions.

Swaminathan, S., & Rani, S.B.S. (2012). **A scientometric study on e-learning.** *Journal of Educational Research and Extension*, 49(1), 52-60.

Objectives: (i) To identify the quantum and form of literature of e-learning and its

growth trend during the decade spanning between 1999 and 2009. (ii) To study the country wise distribution of e-learning literature during the period of study. (iii) To analyze language-wise distribution of e-learning literature during the period of study. (iv) To identify and rank the core journals in e-learning. **Methodology:** Bibliographical records for the e-learning were extracted from the web of science. The size of the sample extracted was 2088. This study involved an analysis of behavior of e-learning literature output in its wholeness between break free periods of 1999-2009. **Findings:** (i) It was found that the number of published document on e-learning was showed an annual increase, from 9 documents in 1999 to 450 documents in 2009. (ii) It is observed that the English Language dominates in publishing literature on e-learning. (iii) It is evident from the study that there were 73 countries that contributed on e-learning literature. Among them U.K alone contributed 14.5% literature and occupied the first position. (iv) It is found that 178 research journals have published 2088 research articles for the break free periods of 1999-2009.

Muhanty, G., & Zubair, P. P. (2012). **A comparative study on constructivist model and behaviorist model of teaching in achievement of mathematics.** *Journal of Educational Research and Extension*, 49(2), 15-22.

Objectives: (i) To find out the effectiveness of constructivist Model of Teaching. (ii) To find out the effectiveness of behaviorist Model of Teaching. (iii) To compare the

effectiveness of constructivist Model of Teaching and behaviorist Model of Teaching. **Methodology:** The investigator selected 52 samples from IX standard students and they divided into two groups, control and experimental group. Each group contains 26 students each is comprised of 16 boys and 10 girls. For Control group behaviorist Model of Teaching and for Experimental group constructivist Model of Teaching adopted. Statistical technique used - standard deviation and t-test. **Findings:** (i) There is a significant difference between achievement students in constructivist model and behaviorist Model. (ii) There is no significant difference between boys and girls in experimental group constructivist model of teaching. (iii) There is no significant difference between boys and girls in control group behaviorist model of teaching. (iv) There is a significant difference between achievement score of the boys in constructivist model and behaviorist Model of teaching. (v) There is a significant difference between achievement score of the girls in constructivist model and behaviorist Model of teaching.

Swamydhas, P., & Thiagarajan, P. A. (2012). **Analysis of the twelfth standard Zoology textbook prescribed by the Government of Tamil Nadu.** *Journal of Educational Research and Extension*, 49(3), 49-54.

Objectives: (i) To analyze the mechanical make-up of the twelfth standard zoology textbook with respect to size of the textbook, quality of the textbook, printing, capital letters, error in printing, margin of the textbook and binding.

(ii) To analyze the content of the twelfth standard zoology textbook with respect to, organization of content, sociological development, evaluation aspect, summary, index, authorship and teacher's guide.

Methodology: (i) Content analysis technique was followed in the study. (ii) It is a research technique for making inferences by objectively and systematically identifying specified characteristics of contents of documents. **Findings:** (i) The twelfth standard zoology textbook is analyzed normal in size, printed on low quality paper, by offset printers-Mehta Fine Arts Private Ltd., Sivakasi. The main headings are printed bold in capital letters, English medium textbook has some printing errors, both books are not given adequate margin, and binding is low quality. (ii) Each unit's questions are given in the model of public examination pattern, gist of the unit is not given and author index and reference not mentioned.

Prema, M. J. (2012). **A study of self-concept of higher secondary students in relation to their achievement.** *Journal of Educational Research and Extension*, 49(3), 55-62.

Objectives: (i) To find out the level of self-concept of higher secondary students with reference to background variables such as sex, type of family, residence and revenue district. (ii) To find out the significant difference in self-concept of higher secondary students with reference to background variables such as sex, type of family, residence and revenue district. (iii) To find out the significant difference

in Academic Achievement between higher secondary students with reference to background variables such as sex, type of family, residence and revenue district. (iv) To find out the significant relationship between self-concept and Academic Achievement of higher secondary students with reference to background variables. **Methodology:** (i) The population for the study consists of the students studying in XI and XII standard in different higher secondary schools located in Thoothukudi and Ramnad districts. (ii) In this study simple random sampling technique was adopted. (iii) This study has used Harmohan Singh and Saraswati Singh's Self concept scale. **Findings:** (i) The level of self-concept of higher secondary students with reference to district, sex, type of family and residence is average. (ii) There is no significant difference in self-concept of higher secondary students with reference to sex, type of family and residence. (iii) There is no significant difference in Academic Achievement of higher secondary students with reference to district, sex, and type of family. (iv) There is no significant relationship between self-concept and academic achievement of higher secondary students with reference to Thoothukudi district. (v) There is no significant relationship between self-concept and academic achievement of female higher secondary students. (vi) There is no significant relationship between self-concept and academic achievement of higher secondary students from nuclear family. (vii) There

is no significant relationship between self-concept and academic achievement of higher secondary students with reference to residence.

Madke, P. S., & Baryya, B. M. (2012). **Students' scientific aptitude in relation to their study habits.** *Journal of Educational Research and Extension*, 49(4), 01-06.

Objectives: (i) To find out level of scientific aptitude possessed by the pupils studying in secondary schools. (ii) To compare the scientific aptitude of boys and girls studying in secondary school. (iii) To find out study habits possessed by pupils studying in secondary schools. (iv) To compare the study habits of boys and girls studying in secondary schools. (v) To find out relationship between scientific aptitude and study habits possessed by pupils studying in secondary schools. **Methodology:** (i) In the present study, survey method was adopted. (ii) The stratification has been done on the basis of sex, type of schools and age. (iii) The sample consisted of 1000 pupils of government and aided higher secondary school students of 13 to 14 years were included in sample. (iv) The statistical techniques used are mean, standard deviation, t-test and correlation. **Findings:** (i) Adolescents have shown moderate aptitude towards science and their study habits for science subject are also moderate. (ii) There is significant difference between scientific aptitude towards science of male and female adolescent students. (iii) There is no significant difference in study habits for science subject in between male and female adolescent students.

(iv) Correlation between scientific aptitude and study habits for science subject in male is positive, negligible and significant while that of in female it is positive negligible and not significant.

Rajendran, S. (2012). **A study on the relationship between scientific attitude and achievement in Science of X standard students in Coimbatore district.** *Journal of Educational Research and Extension*, 49(4), 28-36.

Objectives: (i) To find out the relationship between scientific attitude and achievement in science of x standard students studying in Coimbatore. (ii) To study difference if any in the scientific attitude of X standard students with regard to their sex and type of management of school. **Methodology:** (i) Stratified random sampling technique was used. (ii) The total number of sample selected for this study was 1394 students studying in X standard in Coimbatore district. (iii) The selected sample consisted of 1394 students - 668 students from Government schools, 300 students from Aided schools, 208 students from Municipal schools and 218 students from Corporation schools. (iv) Statistical techniques used were differential analysis, relational analysis, ANCOVA (F-test). (v) The tool was constructed by D. Gopal Rao. **Findings:** (i) There is no relationship between scientific attitude and achievement in science of X standard students studying in Coimbatore District. (ii) There is no significant difference between boys and girls studying in X standard in Coimbatore district in respect of scientific attitude.

(iii) There is no significant difference among the X standard students studying in Government, Aided, Municipal and Corporation schools in respect of scientific attitude.

Annakodi, R. (2012). **Impact of cooperative learning in Biology for standard XI students.** *Journal of Educational Research and Extension*, 49(4), 44-50.

Objectives: (i) Develop a learning module in biological science for standard XI. (ii) To find out the impact of Co-operative learning method on achievement in Biological science among XI standard students. (iii) To find out the impact of gender, locality and type of school on co-operative learning. **Methodology:** (i) The students were selected from government and government aided schools in rural and urban areas. (ii) The 240 students were divided into eight groups and each group comprised of five students. (iii) In this study have selected three lessons from the unit morphology and lessons were suitably prepared to teach the students using the cooperative learning procedure and the programmed was conducted for twenty hours duration for each group. (iv) The present study has used achievement tests (pre-test and post-test) as tools of evaluation. (v) The pre-test and the post-test scores were analyzed by computing 't' value and one way analysis of variance on the basis of achievement of performance of the students. **Findings:** (i) It is found that there is significant difference between the pre-test and post-test scores of the government and government aided school

students in Cooperative learning. (ii) By comparing the mean scores of the rural and urban schools is found that rural school students have performed better than the urban in Cooperative learning. (iii) When Cooperative Learning as a method of learning was tried on both boys and girls, it had equal impact on both boys and girls.

Shanthy, D., & Denisia, S. P. (2013). **English language competence of high school students.** *Journal of Educational Research and Extension*, 23-32.

Objectives: (i) To study the difference between male and female students of standard IX in English language competence. (ii) To study the difference between up to 14 and above 14 year students of standard IX in English language competence. (iii) To study the difference between English and Tamil medium students of standard IX in English language competence. (iv) To study the difference between government and aided students of standard IX in English language competence. (v) To study the difference between rural and urban students of standard IX in English language competence. **Methodology:** Random sampling method was employed to select 160 students of IX standard. Four important dimensions are Listening, Speaking, Reading, Comprehension and Writing. Tool developed by the investigator. **Findings:** (i) There is no significant difference between male and female students of high school in listening competence in English language competence. (ii) There is no significant difference between male and female students of high school in

reading comprehension, writing and total competence in English language. (iii) There is significant difference between up to 14 and above 14 years in listening, writing and total competence in English language. (iv) There is no significant difference between English and Tamil medium students of high school in listening competence in English language. (v) There is no significant difference between English and Tamil medium students of high school in reading comprehension, writing and total competence in English language. (vi) There is no significant difference between government and aided school students of high school in reading comprehension, writing and total competence in English language. (vii) There is no significant difference between rural and urban medium students of high school in reading comprehension, writing and total competence in English language.

Ramakrishnan, N. (2013). **A study on level of general English comprehension among B.Ed trainees.** *Journal of Educational Research and Extension*, 50(1), 35-45.

Objectives: (i) To find out level of general English comprehension among B.Ed trainees. (ii) To find out the significant difference in general English comprehension among B.Ed trainees in terms of gender. (iii) To find out the significant difference in general English comprehension among B.Ed trainees in terms of type of institution. **Methodology:** Survey method was adopted for this study, stratified random sampling method was followed 208 B.Ed students in Theni district. **Findings:** (i) There

is no significant difference in general English comprehension among B.Ed trainees in terms of gender. (ii) There is no significant difference in general English comprehension among B.Ed trainees in terms of locality.

Murugesan, K., & Srinivasan, P. (2014). **Construction and standardization of emotional intelligence scale.** *Journal of Educational Research and Extension*, 51(2), 39-47.

Objective: The research sought to answer the following research question: Can the Emotional Intelligence tool developed and standardized for adults? (EISA).

Methodology: (i) The researcher used normative survey method to conduct research. (ii) The sample comprised of 300 adults selected from Government, Private and Aided Colleges in Thanjavur District of Tamilnadu state by using simple random sampling technique. **Findings:** The aim of the research is construction and standardization of emotional intelligence scale for adults. For achieving this aim, the researcher constructed emotional intelligence scale following steps like development of emotional intelligence scale, item analysis and item selection. After item analysis the final form was given to the emotional intelligence scale. The reliability and validity were also tested. Reliability quotient were tested using two methods and reliability quotient were good. Validity was tested using three methods and they were found good. The general norms were tested entire sample and general norms are presented.

Vijaya Lakshmi, A., & Nirmala Jyothi, M. (2014). **A study on need for achievement of X class students in relation to achievement in mathematics.** *Journal of Educational Research and Extension*, 51(3), 64-71.

Objectives: (i) To find out X class students level of achievement in Mathematics. (ii) To examine whether boys and girls of X class students differ significantly in their achievement in Mathematics. (iii) To explore whether X class students hailing from urban and rural localities differ significantly in their achievement in Mathematics. (iv) To find out the overall achievement motivation or need for achievement of X class students towards Mathematics. (v) To assess whether there exists any significant difference in the overall achievement motivation of X class boys and girls towards Mathematics. (vi) To assess whether there exists any significant difference in the achievement motivation of urban and rural students towards Mathematics. **Methodology:** (i) In this study need for achievement or achievement motivation in Mathematics which is a physiological trait was considered as an independent variable and sex, locality were studied as demographic variables. Achievement in maths is the dependent variable. (ii) The investigator adopted the standardized tool of Eric Zhi Fengu LIU and Chaun Hung LIN (2010) to find out the relationship between achievement motivation and achievement in maths. (iii) A total of 360 X class students were selected. **Findings:** (i) Different sub groups

of X class sample of subjects in general would have a high level of achievement in Mathematics was accepted. (ii) Boys and girls would not differ significantly in their overall achievement was accepted. (iii) Urban rural differences were found in maths the achievement of X class students from rural localities performed significantly higher than urban students. (iv) The group as a whole and also per different sub groups the variable involved in the study had significant high level of achievement for maths. (v) An examination of the mean students achievement motivation scores of Ss classified as boys and girls showed a significant sex difference in achievement motivation, where girls had a significant higher level of achievement motivation than boys for maths subject. (vi) Urban students had significantly far higher level of achievement motivation for maths than rural students.

Nath, B. K., & Vimal, T.C. (2014). **NCERT Biology Textbook of class XII- A Critical Analysis.** *Journal of Educational Research and Extension*, 51(4), 1-10.

Objectives: The objective of the investigation was to analyze critically the biology text book of class XII developed by NCERT based on identified criteria with respect to NCF 2005, American Association for the Advancement of science (AAAS) 2016 and National Institute for Educational Development (NIED) - Namibian 2005. **Methodology:** (i) The investigation followed analytical method of research involving document analysis which is associated with the analysis or systematic

analysis of documents as sources of data like text books, editorials. To fulfill the characteristic features of the analytical study, a comprehensive and systematic analysis of the text book was done, based on identified criteria. (ii) The text book was analyzed with reference to physical aspects, presentation of the content, organization of the content, illustrations and enhancing science learning environment. (iii) Themes, indicators and sub-indicators were identified with the help of standard books, guidelines from NCF 2005, AAAS project 2016 and National institute for educational development (NIED), guide for the evaluation of text books and teaching and learning materials. **Findings:** The critical analysis of NCERT biology textbook of class XII was done on the basis of identified five themes in accordance with the guidelines of NCF 2005, AAAS project 2061. The analysis of the textbook revealed many draw backs of the textbook. (ii) The analysis of the text book reveals that physical aspects of the text book, organization of the content, illustrations in the text book are fully capable to achieve the objectives and 'A' grade is given. (iii) The presentation of the content and enhancing science learning environment is partially capable to meet the indicators. This indicates a relevant change is necessary to enhance the quality of the content and illustrations in the biology textbook. (iv) The overall grade obtained for the biology text book is 'A' grade. (v) The various themes selected for the present study can be used for analyzing the text books of other subjects for ensuring the quality of the learning material.

Kumaravelu, G. (2014). **Information processing skills of B.Ed teacher trainees in Puducherry.** *Journal of Educational Research and Extension*, 51(4), 11-15.

Objectives: (i) To measure the level of information processing skills among B.Ed. teacher trainees. (ii) To study the difference, if any, in information processing skills among B.Ed. teacher trainees in relation to their Gender, Type of Management, Locality, Family type, Medium of instruction, Teachers in the family, Parental education, Community. **Methodology:** (i) Normative survey method was employed for this study. (ii) The total sample consists of 327 B.Ed. teacher trainees from various colleges in Puducherry region which consists of 173 boys and 154 girls. (iii) Information processing skills scale was prepared and standardized by the investigator (2014) based on theoretical concept "Information skills in the school" engaging learners in constructing knowledge by State of New South Wales, Department of Education and Training (2007). **Findings:** The present study reveals that there is no significant difference in information processing skills with respect to Locality, Type of Management, Family Type, Medium of Instruction, Teachers in the Family, community, parental education.

Kirthika, M. S., & Saroja, M. M. (2014). **Achievement in mathematics of standard IX students in relation to their logical mathematical intelligence.** *Journal of Educational Research and Extension*, 51(4), 42-52.

Objectives: (i) To find out the difference if any in Logical Mathematical Intelligence

and its dimensions of standard IX students with reference to background variables such as Gender, Locality of school, Internet usage and Medium of instruction. (ii) To find out the difference if any in Achievement in Mathematics of standard IX students with reference to background variables such as Gender, Locality of school, Internet usage and Medium of instruction. (iii) To find out the significant relationship between if any in Logical Mathematical Intelligence and Achievement in Mathematics of standard IX students with reference to background variables such as Gender, Locality of school, Internet usage and Medium of instruction.

Methodology: (i) The investigators used the simple random sampling technique and randomly selected 300 standard IX students from Tirunelveli district. (ii) Logical Mathematical Intelligence Scale constructed and validated by Maria Saroja and Meenakshi Kirthika (2013). (iii) Mathematics marks obtained in the quarterly examination of standard IX students. Mean, Standard Deviation, 't' test, and Correlation were used to analyze the data. **Findings:** (i) The 't' test result reveals that the female students are better than the male students in their logical reasoning, mathematical reasoning, everyday mathematics, figure reasoning and overall logical mathematical intelligence. (ii) The 't' test result reveals that the rural school students are better than the urban school students in their mathematical reasoning, everyday mathematics and overall logical mathematical intelligence. (iii) The 't' test result reveals that the internet using students are better than

the students who do not use internet in their everyday mathematics, figure reasoning and overall logical mathematical intelligence. (iv) The 't' test result reveals that the English medium students are better than the Tamil medium students in their logical reasoning, mathematical reasoning, everyday mathematics, figure reasoning and overall logical mathematical intelligence. (v) The 't' test result reveals that the female students are better than the male students in their Achievement in mathematics. (vi) The 't' test result reveals that the internet using students are better than the internet not using students in their Achievement in mathematics. (vii) The 't' test result reveals that the English medium students are better than the Tamil medium students in their Achievement in mathematics. (viii) The 'γ' test result reveals that there is significant relationship between logical mathematical intelligence and Achievement in mathematics of standard IX students. (ix) The 'γ' test result reveals that there is significant relationship between logical mathematical intelligence and Achievement in mathematics of male standard IX students. (x) The 'γ' test result reveals that there is significant relationship between logical mathematical intelligence and Achievement in mathematics of female standard IX students. (xi) The 'γ' test result reveals that there is significant relationship between logical mathematical intelligence and Achievement in mathematics of rural school standard IX students. (xii) The 'γ' test result reveals that there is significant relationship between logical mathematical

intelligence and Achievement in mathematics of urban school standard IX students. (xiii) The 'γ' test result reveals that there is significant relationship between logical mathematical intelligence and Achievement in mathematics of internet using standard IX students. (xiv) The 'γ' test result reveals that there is significant relationship between logical mathematical intelligence and Achievement in mathematics of internet not using standard IX students.

Shankar, C., & Thilagavathy, T. (2014). **Achievement in chemistry of first year higher secondary students' in relation to their scientific aptitude.** *Journal of Educational Research and Extension*, 51(4), 61-68.

Objectives: (i) To know the level of scientific aptitude of first year higher secondary students. (ii) To find out the significant difference between scientific aptitude of first year higher secondary students with respect to the Gender, Location of schools, Types of schools, Parental annual income and Parental educational qualification (iii) To find out the relationship between chemistry achievement and scientific aptitude & its dimensions of first year higher secondary students. (iv) To find out the relationship between chemistry achievement and reasoning ability of first year higher secondary students. (v) To find out the relationship between chemistry achievement and numerical ability of first year higher secondary students. (vi) To find out the relationship between chemistry achievement and scientific information

of first year higher secondary students. (vii) To find out the relationship between chemistry achievement and scientific vocabulary of first year higher secondary students. **Methodology:** (i) For the present investigation, Normative survey method was employed. (ii) The investigator selected a sample of 60 first year higher secondary chemistry students from three schools in Namakkal district by applying simple random technique. (iii) Achievement questionnaire was constructed for the syllabus of eleventh standard chemistry subject. Questions were taken from all the twenty units. (iv) The standardized scientific tool devised by Agarwal – Scientific Aptitude Test year Battery – SATB (1970) was used to quantify the scientific ability. **Findings:** (i) The study shows that the first year chemistry students have poor scientific aptitude and low achievement in chemistry. (ii) There is an expected level of relationship exist between above chosen variables. (iii) It is confirmed that scientific aptitude of students influences their achievement in chemistry.

Ambadkar, N., & Patil, G. G. (2015). **Achievement in mathematics of standard IX students in relation to their logical mathematical intelligence.** *Journal of Educational Research and Extension*, 52(1), 41-45.

Objectives: (i) To compare the effectiveness of teaching through traditional method and L.C.D. in geography of 8th class students. (ii) To compare the effectiveness of 8th teaching through traditional method and

L.C.D. in geography of 8th boys students. (iii) To compare the effectiveness of teaching through traditional method and L.C.D. in geography of 8th girls students. (iv) To compare the academic achievement of pre-test and post –test of method. **Methodology:** (i) For present research, 30 students were selected by random sampling from one secondary school. Single group experimental design is used by the researcher. (ii) Independent variable are Teaching through Traditional Method and Teaching in L.C.D Projector. (iii) Dependent variables are Scores of post-test obtained by the students. **Findings:** (i) There is significant difference between the mean score of academic achievement in 8th class students in geography taught through traditional method of teaching and L.C.D projector. (ii) There is significant difference between the mean score academic achievement boys in 8th class in geography taught through traditional method of teaching and L.C.D projector. (iii) There is significant difference between the mean score academic achievement girls in 8th class in geography taught through traditional method of teaching and L.C.D projector.

Muthuchamy, I., & Joseph, M. U. C. (2015). **A study on socio emotional school climate and academic achievement of higher secondary students of Karaikal region.** *Journal of Educational Research and Extension*, 52(1), 45-53.

Objectives: (i) To identify the level of socio-emotional school climate of higher

secondary students. (ii) To find out the difference, if any, in the level of socio-emotional school climate of higher secondary students in terms of a) Boys and Girls b) Students with urban and rural school background c) Students of joint and nuclear families (iii) To identify the level of academic achievement of higher secondary students. (iv) To examine the difference, if any, in the level of academic achievement of higher secondary students in terms of a) Boys and Girls b) Students with urban and rural school background c) Students of joint and nuclear families (v) To find out the relationship between socio-emotional school climate and academic achievement of higher secondary students. **Methodology:** (i) In order to achieve the objectives of the present investigation, survey method was employed. (ii) The sample of the study consists of 200 higher secondary plus one students of Karaikal region under Union Territory of Puducherry and was drawn through random sampling procedure (iii) To study the influence of socio-emotional school climate, the investigators used the tool on 'socio-emotional school climate inventory' standardized by Renuka Kumari Sinha and Rajni Bhargava (iv) In order to analyse and interpret data, the following statistical techniques – descriptive analysis, differential analysis and relational analysis were used. **Findings:** (i) The level of socio-emotional school climate of higher secondary students is high. It is inferred that the higher secondary students show greater degree of favourable perception of the school climate.

(ii) Boys and girls differ significantly in terms of social, emotional and total school climate. Girls indicate greater degree of favourable perception of school climate in the dimension of social, emotional and in total climate. (iii) Urban and rural school students differ significantly in terms of social, emotional and total school climate. Rural students indicate greater degree of favourable perception of school climate in the dimension of social, emotional and total climate. (iv) There is significant difference in the socio-emotional school climate between higher secondary students of joint and nuclear families. Students of nuclear family differ significantly in terms of social and total school climate. (v) The academic achievement of higher secondary students is just above average and not high. (vi) There is significant difference in the academic achievement between boys and girls. The girl students have higher level of academic achievement. (vii) There is significant difference in the academic achievement between urban and rural school students. The urban school students have higher level of academic achievement than the rural students. (viii) There is no significant difference in the academic achievement between higher secondary students of joint and nuclear families. The students of both joint and nuclear family have similar level of academic achievement. (ix) There is significant and positive relationship between socio-emotional school climate and academic achievement of higher secondary students.

Pamela, A.J.A. (2015). **Confirmatory factor analysis of decision making among XI standard students.** *Journal of Educational Research and Extension*, 52(2), 7-11.

Objective: To develop a research tool on Decision Making for the assessment of Decision Making ability of higher secondary students. **Methodology:** (i) Normative survey has been used for this study. (ii) A Decision Making Questionnaire was developed by selecting items from Flinders measure which was designed to assess how individuals approach decision situations. (iii) The study sample comprised 250 XI standard students. **Findings:** (i) Vigilance and Self-Esteem have high loadings on the first component where as Hyper Vigilance, Procrastination, Buck-Passing have high loadings on the second component extracted. (ii) Decision making tool will be very useful to assess the decision making ability of the higher secondary students.

Lizzie, J., & Kalaimathi, H. D. (2015). **A comparative study on mathematical interest of government and non government high school students.** *Journal of Educational Research and Extension*, 52(3), 19-24.

Objectives: (i) To find out the level of Mathematical Interest of Government and Non Government High School Students in Thiruvallur District. (ii) To find out whether there is a significant difference between Government and Non Government High School Students in their Mathematical Interest with respect to gender, locality and parental qualification.

Methodology: (i) Stratified Random Sampling technique have been adopted; the sample consisted of 300 students from 7 different types of schools. (ii) The study was conducted through normative survey method. (iii) The Mathematical Interest questionnaire was used. **Findings:** (i) The Mathematical Interest among Government and Non Government High School Students is average as hypothesized. (ii) There is no significant difference between Male students of Government and Non Government High School in their Mathematical Interest. (iii) There is no significant difference between Female Students of Government and Non Government High School in their Mathematical Interest. (iv) There is no significant difference between Government and Non Government High School Students in their Mathematical Interest with respect to Uneducated Parents. (v) There is no significant difference between Urban Students of Government and Non Government High School in their Mathematical Interest. (vi) There is significant difference between Rural Students of Government and Non Government High School in their Mathematical Interest. (vii) For School Educated Parents there is significant difference between Government and Non Government High School Students in their Mathematical Interest. (viii) For College Educated Parents there is no significant difference between Government and Non Government High School Students in their Mathematical Interest.

Sasikala, V., & Saroja, M. M. (2015). **Relationship between academic procrastination and academic achievement of standard XI students.** *Journal of Educational Research and Extension*, 52(4), 27-36.

Objectives: (i) To find out the significant difference if any between Academic Procrastination and its dimensions of Standard XI students with reference to the background variables such as gender, medium of instruction and group of study. (ii) To find out the significant difference if any between Academic Achievement of Standard XI students with reference to the background variables such as gender, medium of instruction and group of study. (iii) To find out the significant relationship between Academic Procrastination and Academic Achievement of Standard XI students with reference to the background variables such as gender, medium of instruction and group of study. **Methodology:** (i) Descriptive survey method and used Simple Random Sampling technique and selected 686 Standard XI students studying in 15 different Schools in Tirunelveli as the sample for the study. (ii) Mean, Standard Deviation, 't' test and Correlation were used to analyze the data. **Findings:** (i) The 't' test result shows that boys procrastinate more in academics than their counterparts. (ii) The arts group students have greater signs of academic procrastination than the science group students especially in the dimensions of laziness, task aversiveness, low self-efficacy, fear of failure and poor time management.

(iii) The Tamil medium students are better than the English medium students in their academic achievement. (iv) There exists a significant negative relationship between Academic Procrastination and Academic Achievement.

Palani, V. & Mani, S. (2016). **Exploratory factor analysis: Development of perceived parental expectations scale.** *Journal of Educational Research and Extension*, Vol.53 (2), 32-43.

Objectives: (i) To construct a tool to assess the perceived parental expectation of higher secondary students. (ii) To validate the scale on perceived parental expectations.

Methodology: (i) To develop tool the researcher has gone through related research carried out in India and in other countries. (ii) A pilot study consisting of 100 higher secondary school students of Thiruvannamalai District was drawn. (iii) Factor analysis was conducted to identify the number of factors influencing variables and to analyse which variables 'go together'. **Findings:** (i) The intrinsic validity coefficient of the tool is found to be 0.98. (ii) The tool constructed and validated by the researcher is psychologically sound, reliable and valid.

Begam, F.& Devi, N.S. (2016). **Relationship between Problem Solving Ability and Achievement in Mathematics of XI Standard Students.** *Journal of Educational Research and Extension*, Vol.53(4).

Objectives: (i) To find out the level of problem solving ability of XI standard students. (ii) To find out the level of

achievement of XI standard students. (iii) To find out the influence of problem solving ability and achievement in Mathematics among XI standard students. **Methodology:** (i) The population for the present study is confined with students studying in XI standard in Cheranmahadevi Educational District. (ii) The investigator has selected a sample of 300 XI standard students using simple stratified random sampling technique from various schools of Cheranmahadevi Educational District. (iii) The tool 'Problem Solving Ability Scale' developed and validated by the investigators Nirmala Devi S. and Dr. A. Faritha Begam was used for data collection. For the Achievement in Mathematics marks obtained by the students in their quarterly examination was used. (iv) The statistical techniques Mean, Standard Deviation, 't' test and Pearson Product Moment Correlation were used to analyze the data. **Findings:** (i) Significance difference is found between male and female XI standard students in their Problem Solving Ability. While comparing the mean scores, the female students have better Problem Solving Ability than the male students. (ii) Significance difference is found between rural and urban school XI standard students in their Problem Solving Ability. While comparing the mean scores, the rural school students have better Problem Solving Ability than the urban school students. (iii) Significance difference is found between Tamil and English medium school XI standard students in their Problem

Solving Ability. While comparing the mean scores, the English medium students have better Problem Solving Ability than the Tamil medium students. (iv) Significance difference is found between male and female XI standard students in their Achievement in Mathematics. While comparing the mean scores, the female students have better Achievement in Mathematics than the male students. (ii) Significance difference is found between rural and urban school XI standard students in their Achievement in Mathematics. While comparing the mean scores, the rural school students have better Achievement in Mathematics than the urban school students. (iii) Significance difference is found between Tamil and English medium school XI standard students in their Achievement in Mathematics. While comparing the mean scores, the English medium students have better Achievement in Mathematics than the Tamil medium students.

Premkumari, J.M.C. & Bawani, W. S. (2016). **Estimation of Vital Capacity and Vitamin 'C'**. Journal of Educational Research and Extension, Vol.53(4).

Objectives: (i) To estimate the vital capacity of student teachers and the ways of enhancing it through relevant exercises and nutritional intake of vitamin 'C'. **Methodology:** (i) A sample of 50 B.Ed. students who volunteered to be the subjects for serum vitamin 'C' assay and measurement of vital capacity were selected for the study. (ii) Personal data relating to the subjects age, height and weight were

collected in order to find out the correlates of vital capacity. The PC based spirometer (MIR-Spiro Lab III) was used to find out the vital capacity of the subjects. The top ten vitamin C rich foods were carefully selected and listed in the descending order and four point rating scale was used to assess the frequency of intake. Ten symptoms of vitamin 'C' deficiency were listed and four point scale was used to find out the occurrence of those symptoms. To assess serum vitamin 'C' level, the blood samples of the selected students were collected by the technicians from Lister Metropolis Laboratory, Chennai where the biochemical assay of serum vitamin 'C' was done and reported in mg/L. **Findings:** (i) Out of ten food items rich in vitamin 'C' 70% of the respondents consumed tomatoes frequently, 60% consumed citrus

fruits sometimes, 36% consumed greens, broccoli and sprouted grams rarely and 44% of them never consumed broccoli. (ii) Out of ten items representing the symptoms of vitamin 'C' deficiency, tiredness was exhibited always by 12% of respondents, irritation and mood swings 'often' by 28% of them, cold and fever 'rarely' by 68% of them and wheezing 'never' by 86% of the respondents. (iii) 36% of the subjects were found to have normal serum vitamin 'C' levels, 6% of them had low serum vitamin C and 58% of them had very low serum vitamin 'C' levels. (iv) Vital capacity is negatively correlated with symptoms of vitamin 'C' deficiency which is significant at 0.01 level. As the intensity of deficiency symptoms increased, the vital capacity of students decreased.

PSYCHOLOGY OF EDUCATION

Babu, A. T., & Harikrishnan, M. (2009). **A study of the economic habits among college students.** *Journal of Educational Research and Extension*, 46(4), 26-35.

Objectives: (i) To study the economic habits of college students. (ii) To study the economic habits of college students with respect to their Gender, Locality, Part time job and bank account. **Methodology:** Normative survey technique was employed. 100 college students were selected by means of Stratified Random sampling technique in various parts of Tamil Nadu. **Findings:** (i) There is no significant difference in the economic habits of college students with respect to Gender. (ii) There is no significant difference in the economic habits of college students with respect to Locality. (iii) There is no significant difference in the economic habits of college students with respect to Part time Job. (iv) There is no significant difference in the economic habits of college students with Bank Account and students without Bank Account.

Wanjari, S. G., & Jogi, K. (2010). **Comparative study of intelligence and reasoning ability of orphans and normal children with reference to their scholastic achievement.** *Journal of Educational Research and Extension*, 47(1), 18-28.

Objectives: (i) To study Scholastic Achievement of normal and orphan

students. (ii) To study Intelligence of normal and orphan students (iii) To compare Intelligence of normal and orphan students with reference to their Scholastic achievement. (iv) To study Reasoning Ability of normal and orphan students. (v) To compare Reasoning Ability of normal and orphan students with reference to their Scholastic achievement. **Methodology:** (i) Descriptive survey and causal comparative method were used for the present study. (ii) A total of 140 students were selected as a sample. 70 students were from orphanages and 70 from normal schools. (iii) General Intelligence test by Moohasin and Reasoning Ability Test by Dubey were used for measuring Intelligence and Reasoning Ability and scores obtained in the annual examination were considered as their scholastic achievement. **Findings:** (i) The scholastic achievement of normal students is more than that of orphan students. (ii) The intellectual ability of normal students is more than that of orphan students. (iii) According to intellectual ability, students differ in their scholastic achievement. Students having high scholastic achievement score show high intellectual ability. (iv) There is an impact of category of students and scholastic achievement on intellectual ability. (v) Normal students differ from orphan students in their reasoning ability. (vi) According to scholastic achievement, students differ in their reasoning

ability. Students having high scholastic achievement score shows low reasoning ability. (vii) There is an impact of category of students and scholastic achievement on reasoning ability. (viii) Scholastically high achiever orphan students are equivalent with scholastically low achiever normal students in their intelligence and reasoning ability.

Gnanamuthu, S. J., & Krishna Kumar, R. (2010). **Attitude of B.Ed. teacher trainees towards ICT.** *Journal of Educational Research and Extension*, 47(1), 67-78.

Objectives: (i) To find out the distribution of the scores of B.Ed. teacher trainees' attitude towards ICT. (ii) To find out whether there is any significant difference in the attitude of B.Ed. trainees towards ICT with respect to the background variables namely gender, educational qualification, optional subject, type of institution, E-mail ID and knowledge in computer. **Methodology:** (i) The sample for the present study consisted of 600 B.Ed. trainees from 12 colleges. (ii) The researcher developed a five point scale tool to measure the attitude of B.Ed. trainees towards ICT, consisting of 20 statements. **Findings:** (i) There is no significant difference in the attitude of B.Ed. trainees towards ICT with respect to their gender. (ii) The B.Ed. trainees' attitude towards ICT does not differ significantly with respect to their educational qualification. (iii) The attitude of the B.Ed. trainees towards ICT who possess E-mail ID is more than the students who do not possess E-mail ID. (iv) The attitude of B.Ed. trainees towards ICT who have computer knowledge is

more than the B.Ed. trainees who do not have computer knowledge. (v) The B.Ed. trainees differ in their attitude towards ICT with respect to their optional subjects. The attitude of B.Ed. trainees towards ICT does not differ significantly with respect to the type of institution.

Rafeedali, E. (2010). **A comparative study on vocational interest and intelligence among English and Malayalam medium students.** *Journal of Educational Research and Extension*, 47(2), 01-12.

Objectives: (i) To study the vocational interest, level of intelligence of English and Malayalam medium students at higher secondary level. (ii) To study the vocational interest of English and Malayalam medium students at higher secondary school students with regard to high intelligence, low intelligence and high and low intelligence. (iii) To ascertain vocational interest of medium students at higher secondary school students with regard to high and low intelligence. (iv) To ascertain vocational interest of medium students at higher secondary school students with regard to high and low intelligence. **Methodology:** (i) The sample of the study consisted of 200 higher secondary students from Kerala state. (ii) The tools used were 'Vocational Interest Record' constructed and standardized by Bansal and Culture Fair Intelligence Test prepared by Cattell and Cattell. **Findings:** (i) There is a significant difference in the vocational interest of English and Malayalam medium higher secondary students. (ii) There is a significant difference in the intelligence

level of English and Malayalam medium higher secondary students. (iii) There is a significant difference in the vocational interest of English and Malayalam medium higher secondary students in relation to their high and low intelligence. (iv) There is no significant difference in the vocational interest of Malayalam medium higher secondary students in relation to their high and low intelligence. (v) There is no significant difference in the vocational interest of English medium higher secondary students in relation to their high and low intelligence.

Lakshmi, S., & Mohanasundaram, K. (2010). **A study on the emotional state of persons with filariasis.** *Journal of Educational Research and Extension*, 47(2), 67-76.

Objectives: (i) To construct and validate a tool to assess the emotional behaviour of Filarial affected person. (ii) To study the emotional state of persons with filariasis. (iii) To construct a tool to collect the opinion of doctor about the filarial patients. (iv) To conduct the case study on filarial affected person. **Methodology:** (i) Normative survey method was used in the study. (ii) Purposive random sampling technique was adopted. (iii) 42 filarial persons from Mannargudi taluk in Thiruvarur district were selected as the sample for the study. The tools used were the scale of emotional State of Filarial Persons and an opinionnaire constructed and validated by the investigator. **Findings:** (i) 50% of the subjects in the sample have positive emotional behaviour and 50% of

the subjects in the sample have negative emotional behaviour. (ii) The unmarried filarial persons are emotionally balanced state than the married filarial persons. (iii) There is no significant difference in the emotional state of the filarial persons with respect to their gender, states of ailment and economic status. (iv) There is no significant difference in the emotional state of the filarial persons with respect to the literate and illiterate, employed and unemployed and daily wages and temporary employed filarial persons.

Indu, H., & Nishakumari, D. (2010). **Emotional Intelligence of college students.** *Journal of Educational Research and Extension*, 47(3), 9-16.

Objectives: (i) To examine the sex differences in emotional intelligence. (ii) To examine the difference between graduate and post graduate students on emotional intelligence. (iii) To examine the role, if any, that subject specialisation plays when predicting the emotional intelligence of Arts, Sciences and Commerce students. **Methodology:** (i) Survey method was chosen in the present study. (ii) The study was conducted on 504 under graduate and post graduate students from various colleges in Coimbatore city. (iii) Tools used – Personal data sheet, Emotional Intelligence Scale. (iv) Statistical techniques used t test and ANOVA. **Findings:** (i) There is no significant difference between the emotional intelligence of male and female college students. (ii) Undergraduate and post graduate students showed significant difference in their emotional intelligence.

Post graduate students were found to be emotionally intelligent than the undergraduate students. (iii) There is no significant difference in the total emotional intelligence of Arts, Science and Commerce students, but there is significant difference in the dimensions like interpersonal skill and adaptability. Arts students demonstrate more interpersonal skill and are adaptable than science and commerce students.

Jeevarathina, K. V. (2010). **A study of psycho-social problems of teacher trainees.** *Journal of Educational Research and Extension*, 47(3), 38-51.

Objectives: (i) To understand mild and serious psycho-social problems of teacher trainees. (ii) To know the various college and community related causes for the psycho-social problems of teacher trainees. (iii) To understand the importance of psychological treatments for the well-being of teacher trainees. **Methodology:** (i) Normative Survey method was used for quantitative analysis, Descriptive survey of research documents was carried out for qualitative analysis. (ii) The sample consisted of 150 students, 15 each from 10 self-financing colleges of education in and around Coimbatore. (iii) Tool used – A three point Psycho-social Problems Inventory (PSPI) constructed by the investigator. **Findings:** (i) Psycho-social problems are higher among teacher trainees (67%). (ii) The following groups do not differ in their psycho-social problems: male and female trainees; trainees from urban and rural areas; under graduate and post-graduate trainees; trainees from arts

and science group; trainees from joint and nuclear families; trainees from average and low income groups. (iii) College supporting positive behaviour, communication and social skills has higher influence on psycho-social problems.

Gartia, R. (2010). **Correlates of academic achievement and family environment of graduate students.** *Journal of Educational Research and Extension*, 47(3), 69-78.

Objectives: (i) To find out whether significant relationship exists between family environment and academic achievement of graduate students. (ii) To find out whether significant difference exists between the academic achievement of graduate students from nuclear family and joint families. (iii) To find out whether significant difference exists between the family environment of graduate students from nuclear family and joint families. (iv) To find out whether significant difference exists between the family environment of graduate students from rural and urban areas. (v) To find out whether significant difference exists between the academic achievements of graduate students having high and low family environment. **Methodology:** (i) 106 graduate students (42 male and 64 female students) from different colleges affiliated to Sambalpur University of Orissa were selected as sample using simple random sampling technique. (ii) Tools used – A 5 point Family Environment Scale by Dr. Harpreet Bhatia and Dr. N. K Chadha (1993), Academic record of students to procure their academic achievement scores.

Findings: (i) Significant relationship exists between family environment and academic achievement of graduate students. (ii) The academic achievements as well as family environment of students belonging to nuclear and joint family do not differ significantly. (iii) The family environment of students belonging to rural and urban areas differs significantly, with students from rural areas perceiving better family environment as compared to their urban counterparts.

Mete, J. (2010). **A study of personality patterns of secondary school students in West Bengal.** *Journal of Educational Research and Extension*, 47(4), 24-34.

Objective: The purpose of the present study is to make an appraisal of the effects achievements, sex, nature of school and developing personality patterns of secondary school students. **Methodology:** (i) Normative survey methodology was adopted for collecting and analysing data. (ii) A purposive sample of 200 students of standard ten from three rural secondary school (one boys', one girls', and one co-ed) in the block of Kalyani under the district of Nadia constituted the sample of the study. (iii) Tools used – Cattell's 16 PF Questionnaire adopted in Bengali, Questionnaire of Madhyamik Parikshaya, 2006, conducted by West Bengal Board of Secondary Education. **Findings:** (i) The achievement level of the learner has an influence on the development of certain personality factors of secondary school students. (ii) The nature of school has

a direct impact on the development of certain specific personality factors of secondary school students. (iii) Most of the personality factors of boys and girls do not differ significantly but two important personality factors depend on the sex characteristics of the learners at secondary level.

Parameswari, G. (2011). **Effect of metacognitive orientation to B.Ed physical science trainees on teaching competency and self-esteem.** *Journal of Educational Research and Extension*, 48(1), 33-39.

Objectives: (i) To assess the level of metacognition and self-esteem among B.Ed Physical Science trainees. (ii) To develop a model for metacognition that enhances the competencies in teaching and self-esteem among the teacher trainees. **Methodology:** (i) Experimental design single group pre-test, post-1 and post-2 tests have been employed in the study. (ii) All the 44 Physical Science B.Ed trainees (19 UG and 25 PG) of Lady Willington Institute of Advanced Study in Education, Chennai of 2007-2008 batch formed the sample for the study. **Findings:** (i) The mean score of the post-test-1 is significantly greater than the mean score of the pre-test on metacognition components. (ii) The mean score of the post-test-1 is significantly greater than the mean score of the pre-test on self-esteem level. (iii) There is a significant difference among the pre and post-test 1 mean scores in the teaching competency level.

Parvathi, U. S., & Mohaideen, R. S. (2011). **Metacognition of prospective teachers in Thoothukudi district.** *Journal of Educational Research and Extension*, 48(1), 48-61.

Objectives: (i) To find out the metacognition of prospective teachers in total and in dimension such as (a) planning, (b) memory, (c) evaluation, (d) monitoring and (e) achievement. (ii) To find out the differences, if any, in the metacognition of the prospective teachers in total and in the dimensions such as planning, memory, evaluation, monitoring and achievement with respect to the variables such as gender, educational qualification and age. (iii) To find out the differences, if any, in the metacognition between mathematics and physical science prospective teachers in total and in the dimensions such as planning, memory, evaluation, monitoring and mathematics achievement. **Methodology:** Descriptive method to study and compare the metacognition of Mathematics and Physical science prospective teachers. The population for the study was prospective teachers in Thoothukudi District. 100 student teachers were selected for sample and simple random sampling technique was adopted by the investigator. **Findings:** (i) 20% of the students are having better metacognition, 65% medium and 15% low. (ii) Significant difference between prospective undergraduate and postgraduate student teachers in monitoring and between the prospective student teachers whose ages are below 30 and 30 and above in evaluation. (iii) Significant

difference between mathematics and physical science prospective teachers in planning and evaluation.

Sujeetha, B., & Natesan, H. (2011). **Management of stress and academic problems of adolescents through positive therapy.** *Journal of Educational Research and Extension*, 48(2), 1-14.

Objectives: (i) To assess the level of stress of the selected adolescents. (ii) To identify academic problems of the selected adolescents. (iii) To study the effect of positive therapy in the management of stress and academic problems of the selected adolescents. (iv) To identify the relationship between stress and academic problems. **Methodology:** (i) From Holy Cross Girls Higher Secondary School and Sangam Girls Higher Secondary School, Trichy, TamilNadu, India, out of 750 girls studying in IX standard, 500 girls were selected by Purposive sampling. The age range of the sample was 13-15 years. (ii) Tools used were case study schedule, case study re-assessment schedule and academic problems checklist. **Findings:** (i) 78% of the sample had 'High/Very high' stress and only 5% had 'Low' stress. After Positive therapy, 38% had 'High/very high' stress and 39% and 'Low' stress. (ii) Before Positive therapy, 91% of the sample had academic problems; 47% had more than 5 academic problems. A positive therapy the use academic problems of the sample had reduced markedly; 46% did not have any academic problem and only 4% had more than 5 academic problems. (iii) The academic problems of the sample before

Positive Therapy were forgetfulness (72%), laziness (49%), distraction (48%) and lack of concentration (46%). After Positive Therapy, these problems were reported by less than 27% of the sample.

Devi, A. M., & Rani, J. A. (2011). **Emotional competence and social reticence of adolescent students.** *Journal of Educational Research and Extension*, 48(2), 25-36.

Objectives: (i) To find out the level of emotional competence of adolescents with the respect to their gender, locality, parental qualification and parental occupation. (ii) To find out the level of social reticence of adolescents with respect to their background variables. (iii) To find out if there exist any difference between emotional competence of adolescents with respect to their background variables. (iv) To find out there exist any difference between social reticence of adolescents with respect to their background variables. (v) To find out there exist any relationship between competence and social reticence of adolescents with respect to their background variables. (vi) To find out if there exist any association between emotional competence of adolescents with respect to their background variables. (vii) To find out if there exist any association between social reticence of adolescents with respect to their background variables. **Methodology:**

(i) The survey method was used in this study. (ii) By using random sampling technique, 100 adolescent student from various schools in Thoothukudi District have been selected for the study. (iii) Questionnaires for assessing Emotional Competence

and Social Reticence were constructed by the investigators. **Findings:** (i) From the correlation analysis, it was found that there is a relationship between the emotional competence and social reticence of adolescents based on their gender and locality. (ii) Emotionally competent persons have effective interpersonal interactions whereas social reticent persons have effective interpersonal relations. (iii) Individuals with superior emotional competence have a greater degree of self-awareness and self-esteem and are able to express themselves freely, whereas those individuals who are reticent have a problem in expressive communication.

Ramachandran, P., Saraswathi, Y., & Rao, B. G. (2011). **Impact of religion, caste, income and type of family on the mental health of adolescents.** *Journal of Educational Research and Extension*, 48(2), 46-57.

Objectives: (i) To study the mental health of Hindu and non-Hindu adolescents. (ii) To study the mental health of forward and backward caste adolescents. (iii) To study the mental health of high and low family income group adolescents. (iv) To study the differences in mental health of adolescents from nuclear and joint families.

Methodology: The sample of the study comprised of 120 (Junior college students) drawn randomly from private and Govt. colleges in and around Tirupati, Chittoor district of Andhra Pradesh. 120 subjects were from Junior College students (male 60 and female 60). In each group, 30 students are from private and 30 subjects are from

Govt. junior colleges were taken. **Findings:** (i) There is significant difference between Hindu and non-Hindu adolescents with regard to their mental health. (ii) There is significant difference between forward caste and backward caste adolescents with regard to their mental health. (iii) There is significant difference between high income group and low income group adolescents with regard to their mental health. (iv) There is no significant difference in the mental health of adolescents hail from joint and nuclear families.

Babu, R., & Mummoorthy, R. (2011). **A study on the family environment of higher secondary students.** *Journal of Educational Research and Extension*, 48(2), 76-85.

Objectives: (i) To study the family environment of the higher secondary students. (ii) To study if there is any significant difference in the family environment between higher secondary students studying in the schools located in the urban areas and in the rural areas. (iii) To study if there is any significant difference in the family environment between higher secondary students studying in the Tamil medium and in the English medium. (iv) To study if there is any significant difference in the family environment between higher secondary students from nuclear family and the joint family. **Methodology:** Simple random sampling technique was used in the selection of the sample of as many as 900 first year higher secondary students. The sample taken from the higher secondary schools situated in the Cuddalore district of Tamilnadu. **Findings:** (i) There is no

significant difference between the higher secondary students studying in the schools located in the urban area and in the rural area in respect of their family environment. (ii) There is a significant difference between the higher secondary students studying in the Tamil medium and in the English medium in respect of their family environment. (iii) There is a significant difference between the higher secondary students from nuclear family and from joint family in respect of their family environment.

Chandravathana, M., & Sangeetha, M. B. (2011). **Psychological constraints among the professional students.** *Journal of Educational Research and Extension*, 48(2), 86-92.

Objectives: (i) To find out the prevalence of psychological constraints among the professional students. (ii) To find out the psychological constraints of the professional students in relation to gender and locality. (iii) To find out whether income of the parents act as a factor contributing to the psychological constraints. **Methodology:** Through random sampling method a total number of 300 students, selected from 4 colleges located in Coimbatore consisted of 100 Engineering, 100 medical and 100 agriculture students. 171 female students and 129 male students constituted the total sample. Among the institutions selected medical and agriculture colleges were Government institutions. One of two engineering colleges one was self-financing and one was Government institution. **Findings:** (i) The psychological

constraints exist among all the professional students but to varying degree. (ii) There is no sex wise difference regarding the psychological constraints when the whole lot of sample is concerned. (iii) Engineering and agriculture students from rural area have more psychological constraints than the urban students. (iv) There exists high significant difference between the groups having the income above one lakh and the group below one lakh. The lower income acts as an important factor providing psychological constraints.

Gupta, J. (2011). **A study on depression among adolescent girls in Punjab State.** *Journal of Educational Research and Extension*, 48(3), 16-23.

Objectives: (i) To study depression in relation to extraversion, among adolescent girls. (ii) To study depression in relation to neuroticism, among adolescent girls. (iii) To study depression in relation to psychoticism /tough mindedness, among adolescent girls. **Methodology:** (i) The study data was analysed through a factorial design with personality as independent variables while depression was treated as dependent variable. (ii) 333 adolescent girls studying in 8th, 9th or 10th class were selected from govt schools of Punjab located in cities with Municipal Corporation. (iii) Tools used are Personal profile survey by Surabhi Purohit, 2003 & Zung Depression Scale. **Findings:** (i) Depression is studied as dependent variable while psychoticism, extraversion and neuroticism are studied as independent variable. (ii) There is significant difference between depressions

in relation to extraversion at 0.01 level. (iii) Subjects with average psychoticism and high psychoticism score significantly higher than the subjects' low psychoticism. (iv) The analysis of variances shows that effect of neuroticism on depression is not significant even at 0.05 level. (v) The analysis of variances shows that effect of extraversion on depression is not significant even at 0.05 levels.

Rohini, N. S., & Sathya, D. (2011). **Management of test anxiety and enhancement of self esteem in XII standard students through positive therapy.** *Journal of Educational Research and Extension*, 48(3), 75-85.

Objectives: (i) To assess the level of test anxiety in XII standard students. (ii) To assess the level of self-esteem in XII standard students. (iii) To identify the influence of gender on test anxiety and self-esteem in XII standard students. (iv) To ascertain the efficacy of Positive Therapy in the management of test anxiety and enhancement of self-esteem in XII standard students. **Methodology:** (i) From Kadri Mills High School, Ondipudur, 60 twelfth standard students with high test anxiety and low self-esteem were selected to serve as the sample of the study. (ii) The sample included 30 male and 30 female students. (iii) Test Anxiety Inventory (T.A.I) developed by Spielberger (1980), Rosenberg Self Esteem Scale developed by Rosenberg (1965), Case study Schedule by Natesan (2003) were used as tools for the study. **Findings:** (i) Before treatment, 87% of the subjects had high test anxiety, 13%

of them had moderate test anxiety. After treatment 24% of the subjects had low test anxiety, 33% had moderate test anxiety and 3% of them had high test anxiety. This shows a drastic reduction in test anxiety after treatment. (ii) Positive Therapy helped to bring down the mean test anxiety of the subjects from 'High' (M=55.15) to 'Low' (M=35.75). (iii) Gender influenced test anxiety of the subjects with females reporting more test anxiety than males before treatment but there was no variation in test anxiety level between males and females after treatment. (iv) Before treatment, 15% of the subjects had 'Low' self-esteem, 47% of them had 'Moderate' self-esteem and 38% of them had 'High' self-esteem. After intervention of Positive Therapy, self-esteem increased remarkably in most of the subjects, 20% of them had 'Very High' self-esteem, 55% had 'High' self-esteem and 25% had 'Moderate' self-esteem. (v) Positive Therapy helped to enhance the mean self-esteem of the subjects from 'Moderate' to 'High'.

Chidambaran,V., & Malathi, S.(2011). **Self confidence, exam anxiety, study habits and mathematics achievement of underachievers at secondary school level.** *Journal of Educational Research and Extension*, 48(4), 56-64.

Objectives: The main objective of the study was to study self-confidence, general anxiety, exam anxiety, study habits in the relation to underachievement in mathematics at the secondary school level.

Methodology: (i) The study involved a sample of 135 secondary school students

selected randomly out of 135 students were identified as normal achievers and 41 students were identified as underachievers.

(ii) The candidates who obtained scores less than 16 -unit below the mean of the estimated scores on the criterion test were considered underachievers and candidates who obtained scores on the criterion test between + or - 16 units of the estimated scores were considered as normal achievers.

(iii) The following standardized tools were used in the study, Self Confidence Scale, General Anxiety Scale, Examination Anxiety Scale, study habits inventory and achievement test in mathematics. **Findings:**

(i) There is lower self confidence amongst underachievers than among the normal achievers in mathematics. (ii) There is significant difference between normal and underachievers in respect of the general anxiety. (iii) It was seen that normal achievers have better study habits. (iv) In the end the findings call for appropriate guidance and counseling.

Muthuchamy, I., & Nallusamy, T. (2012). **Scientific aptitude in relation to academic achievement in Zoology among higher secondary students.** *Journal of Educational Research and Extension*, 49(1), 41-51.

Objectives: (i) To find out the significant relationship between scientific aptitude and achievement in zoology among the higher secondary XI students. (ii) To find out the significant gender difference in scientific aptitude and achievement in zoology. (iii) To find out the significant difference in scientific aptitude and

achievement in zoology with respect to type of school. (iv) To find out the significant difference in scientific aptitude and achievement in zoology with respect to locality. (v) To find out the significant difference in scientific aptitude and achievement in zoology with respect to Medium of instruction. (vi) To find out the significant difference in scientific aptitude and achievement in zoology with respect to parents educational status. **Methodology:** The descriptive survey research has employed. The investigator employed stratified random sampling technique for the selection of the schools and samples. The total sample for the study was 300 students from Tiruchirappalli Educational District. The following tools were used by the investigator - 1. Scientific Aptitude Inventory (constructed by investigator), 2. Academic Achievement Test. Statistical technique used - standard deviation and t-test and correlation. **Findings:** (i) There is a significant positive relationship between scientific aptitude and achievement in zoology among the higher secondary XI students of government schools. (ii) There is a significant high positive relationship between scientific aptitude and achievement in zoology among the higher secondary XI students of aided schools. (iii) There is a significant high positive relationship between scientific aptitude and achievement in zoology among the XI English medium students. (iv) There is a significant high positive relationship between scientific aptitude and achievement

in Zoology among the XI students who have educated parents. (v) The higher secondary boys and girls differ significantly in respect of their achievement in Zoology. The higher mean scores of girls are better than boys in their achievement in Zoology. (vi) The higher secondary students of educated and uneducated parents do not differ significantly with respect of their achievement in Zoology. Both of them have similar in their achievement level.

Sudhamayi, P. (2012). **Impact of yoga on mental health.** *Journal of Educational Research and Extension*, 49(2), 1-7.

Objectives: (i) To assess the mental health status of teachers and executives. (ii) To assess the impact of yoga on mental health of teachers and executives. **Methodology:** The present study employed with survey research method. The samples of the study comprised of 50 both teachers and executives (25 teachers and 25 Executives) from various schools and institutions. The Mental Health Inventory (1983) developed by Jagdish and A.K.Srivastava used for the collection of data. Statistical technique used -standard deviation and t-test. **Findings:** (i) There is a significant difference between teachers and executives on mental health, t-value of 3.33 at 0.01 levels. Teachers possess better mental health than business executives. (ii) Yoga practice has significant impact on the Mental Health of practioners, t-value of 2.70 at 0.01 level. Individual practicing yoga ($x=156.84$) possess better mental health of individuals, who are not practicing yoga ($x=152.66$).

Gupta, P. (2012). **A study of trait-anxiety among pre-service teachers in relation to their sex and location.** *Journal of Educational Research and Extension*, 49(2), 31-42.

Objectives: (i) To compare the level of trait anxiety among pre-services teachers of both the sexes. (ii) To compare the trait anxiety of rural and urban pre-service teachers. (iii) To compare the trait anxiety of rural and urban male pre-service teachers. (iv) To compare the trait anxiety of rural and urban female pre-service teachers. (v) To compare the trait anxiety of rural male and rural female pre-service teachers. (vi) To compare the trait anxiety of urban male and urban female pre-service teachers. (vii) To compare the trait anxiety of urban male and rural female pre-service teachers. (viii) To compare the trait anxiety of rural male and urban female pre-service teachers. **Methodology:** The investigator used Survey Method. Sample of the study is 100 male and 100 female pre-service teachers studying in the college of education in Haryana. The following tools were used for the study 1. State –Trait anxiety Inventory by Charles Spieberger. 2. Bio-data sheet. Statistical techniques used – t-test. **Findings:** (i) There is no significant difference in the level of trait anxiety of male and female pre-services teachers. (ii) There is no significant difference in the level of trait anxiety of rural and urban pre-service teachers. (iii) There is no significant difference in the level of trait anxiety of rural and urban male pre-service teachers. (iv) There is no significant difference in

the level of trait anxiety of rural and urban female pre-service teachers. (v) There is no significant difference in the level of trait anxiety of rural male and rural female pre-service teachers. (vi) There is no significant difference in the level of trait anxiety of urban male and urban female pre-service teachers. (vii) There is no significant difference in the level of trait anxiety of urban male and rural female pre-service teachers. (viii) There is no significant difference in the level of trait anxiety of rural male and urban female pre-service teachers.

Thanavathi, C., & Thamodharan, V. (2012). **Cognitive Intelligence of graduate and post graduate History students in Thoothukudi district.** *Journal of Educational Research and Extension*, 49(3), 10-18.

Objectives: (i) To find out the level of cognitive intelligence of graduate and post graduate history students with respect to the gender, type of family, educational qualification, order of birth and annual income parents. (ii) To find out the differences, if any, in the cognitive intelligence of graduate and post graduate history students with respect to the gender, type of family, educational qualification, order of birth and annual income of parents. **Methodology:** (i) Survey method was adopted to study the cognitive intelligence of graduate and post graduate history students (ii) The population for the present study was identified as the graduate and post graduate history students in Thoothukudi district. (iii) Among the

population 100 students were selected. (iv) The study adopted simple Random sampling technique. (v) The investigator has used a self made 'Cognitive Intelligence' tool for the present study. **Findings:** (i) There is significant difference between male and female students in cognitive intelligence. (ii) There is no significant difference between the mean scores of cognitive intelligence of graduate and post graduate students with respect to type of family and educational qualifications. (iii) There is significant difference among the mean score of cognitive intelligence of graduate and post graduate history students with respects to annual income of parents. (iv) There is no significant difference between the mean scores of cognitive intelligence of graduate and post graduate history students with respect to order of birth.

Saroja, M. M., & Amalraj, A. (2012). **Relationship between multiple intelligence and academic achievement of prospective teachers of Biological Science.** *Journal of Educational Research and Extension*, 49(3), 25-38.

Objectives: (i) To find out the significant difference if any in multiple intelligence and its dimensions of biological science prospective teachers with reference to gender, educational qualification, nature of college and internet usage. (ii) To find out the significance difference in the academic achievement of prospective teachers with reference to gender, educational qualification, nature of college and internet usage. (iii) To find out the significant relationship if any between multiple

intelligence & its dimensions and academic achievements of prospective teachers with reference to gender, educational qualification, nature of college and internet usage. **Methodology:** (i) In this study simple Random sampling technique was adopted. (ii) In this study has used standardized tool in multiple intelligence Inventory developed and validated by Antony Raj and Philominabala (2010). (iii) Mean, Standard Deviation, 't' test and correlation were used to analyze the data. **Findings:** (i) There is UG and PG biological science prospective teachers in their verbal/linguistic, logical mathematical and multiple intelligence. (ii) There is significant difference between women and coeducation college biological science prospective teachers in their verbal/linguistic, logical/mathematical, visual-spatial, musical/rhythmic and multiple intelligence. (iii) There is significant difference between internet users and nonusers of biological science prospective teachers in their verbal/linguistic, logical/mathematical, visual-spatial, musical/rhythmic and multiple intelligence. (iv) There is significant relationship between logical/mathematical intelligence & academic achievement; visual-spatial & academic achievement; musical/rhythmic & academic achievement and intrapersonal intelligence & academic achievement of female biological science prospective teachers. (v) There is significant relationship between musical/rhythmic intelligence & academic achievement of UG biological science prospective teachers; there is significant relationship between

intrapersonal intelligence & academic achievement of PG biological science prospective teachers and there is significant relationship between multiple intelligence & academic achievement of UG and PG biological science prospective teachers. (vi) There is significant relationship between logical/mathematical intelligence & academic achievement; musical/rhythmic intelligence & academic achievement; intrapersonal intelligence academic achievement and multiple intelligence & academic achievement of biological science prospective teachers not using internet.

Sudhakar, G., & Stephe, C. P. (2012). **The impact of geographical location on academic motivation at the secondary level in selected places in India.** *Journal of Educational Research and Extension*, 49(4), 37-43.

Objectives: (i) To investigate the impact of Geographical location on academic motivation among students of secondary level in schools situated in Aizawl, Silchar, Shillong and Chennai. (ii) To find out the significant difference in the academic motivation of students in various Geographical locations. (iii) To investigate the attitude of students towards schools in the places selected. (iv) To find out the relationship between academic motivation and attitude towards school in each of these places. (v) To find out over all level of academic motivation and attitude towards school in the selected places. **Methodology:** (i) The selected tool in the form of questionnaires, the Aberdeen academic motivation inventory

and Rao school attitude inventory were administered to a sample of 300 students taking a sample of 75 from each place Aizawl, Silchar, Shillong and Chennai. (ii) In this present study were analyzed of the data, mean, standard deviation, analysis to variance, t-test and Pearson product moment correlation co-efficient are used.

Findings: (i) The students of Silchar have higher academic motivation than the students of Aizawl, Shillong and Chennai, Silchar as a region in the barak valley where there any many professional institutions, air force station and companies. (ii) Having educated parents, the students enjoy parental guidance and emotional security. (iii) The school works from 8.15am to 1.35pm giving the students ample time for leisure time activities and for their studies. (iv) There is no parental guidance and even in complete families, the parents are not educated enough to guide their children and motivate them. (v) There are very few institutions of higher learning and professional institutions. (vi) More importance is given to materialistic values and least importance to moral values in Shillong and Chennai and drug addiction is common.

Aujla, H. K. (2012). **A study of creative talent among over achievers, normal achievers and under achievers in mother tongue.** *Journal of Educational Research and Extension*, 49(4), 62-68.

Objectives: (i) To determine the relationship of creativity with achievement in mother tongue. (ii) To find out whether over, normal and under achievers in mother

tongue differ significantly in their creative talent. **Methodology:** (i) The sample was restricted to only 250 students of 10th class of government and privately managed recognized high/senior secondary schools of Punjab. (ii) Mehdi's Verbal Test of creative thinking (1973) was used to check the creative talent and the intelligence level was checked with the group Test of General Mental ability by Jalota and Singh (1982). **Findings:** (i) There is a significant relationship between creativity and achievement in mother tongue. (ii) Significant difference does not exist between the creativity scores of over and normal achieves in mother tongue. (iii) There is significant difference between the creativity scores of normal and under achievers in mother tongue. (iv) There exists significant difference between the creativity scores of over and under achievers in mother tongue.

Sharma, D. (2013). **Study of adjustment of high school teachers in relation to their faculties and sex.** *Journal of educational research and extension*, 50(1), 20-24.

Objectives: (i) To study the significance difference in adjustment of teacher of teachers belonging to different faculties. (ii) To study the significance difference in adjustment of male and female teachers. (iii) To study the interactional difference in adjustment on basis of joint influence of faculties and sex when adjustment is taken as criterion. (iv) To draw the educational

implications of the study. **Methodology:** Survey method was adopted, lottery method was used to select sample from 12 primary schools in Jammu district. Self- made questionnaire was prepare by the investigator. **Findings:** (i) F-Ratio for the main factor "sex" was found not significant with adjustment, as criterion the male and female teachers did not differ significantly from each other on adjustment. (ii) F- Ratio for the main factor "faculties" - The teachers belonging to the science and humanities facilities did not differ from each other on adjustment. (iii) F- Ratio for the interaction factor: sex and faculties was also not significant with adjustment as criterion.

Singh, A. (2013). **Predicting academic achievement on the basis of achievement motivation, emotional intelligence and creativity of student teachers.** *Journal of educational research and extension*, 50(1), 25-34.

Objectives: (i) To study influence of gender, location of residence, stream, type of college, and category on achievement motivation, emotional intelligence, creativity and academic achievement. (ii) To study intermediate influence of achievement motivation, emotional intelligence, creativity in influence of gender, location of residence, stream, type of college and category on achievement motivation. **Methodology:** Survey method

was employed; cluster sampling technique was followed select sample of 745 students of B.Ed. **Findings:** (i) Academic achievement have highest correlation with stream of study of student-teachers. (ii) Location of residence has strongest direct effect on academic performance, and total effect in academic performance and achievement motivation. (iii) Achievement motivation has strongest direct effect on emotional intelligence. (iv) Gender has the strongest direct effect on creativity in Achievement motivation.

Jeya Harish, H. G., & Krishnakumar, R. (2013). **Multiple intelligence - An innovative model for curriculum transaction.** *Journal of Educational Research and Extension*, 50(2), 1-5.

Objectives: To implement and evaluate a program on developing ways to teach and learn by engaging all eight intelligences to increase the possibilities for student success.

Methodology: The investigator organized grade VIII classroom in Coimbatore Public School, Coimbatore into eight learning centers, and each one dedicated to one of the eight intelligences.

TYPES ON INTELLIGENCE	LEARNING EXPERIENCES	LEARNS BEST THROUGH
Logical/Mathematics	Inductive/deductive reasoning	Classifying
Visual/Spatial	Use of visual aids	Uses of colors
Visual/Linguistic	Use of idiomatic expressions	Debating
Musical/Rhythmic	Uses of songs and poems related to content	Playing with instrument
Interpersonal	Reflection on likes	Sharing
Bodily/Kinesthetic	Involving in activities like drama role play	Knowledge through body movements
Naturalistic	Observation of nature	Working in nature
Intrapersonal	Understanding self	Working alone

Findings: (i) The students developed a sense of responsibility, self-direction and independent. (ii) Discipline problems were significantly reduced. (iii) Positive leadership qualities were developed.

(iv) New skills were developed. (v) Cooperative learning and team building were developed. (vi) Academic level improved. (vii) Meaningful learning taken place.

Dhanalakshmi, K. (2013). **Emotional Intelligence, Self-esteem and teaching competency of secondary student-teachers (B.Ed.)**. *Journal of Educational Research and Extension*, 50(2), 6-11.

Objectives: (i) To find out the level of emotional intelligence, self-esteem and teaching competency of secondary student-teachers. (ii) To compare emotional intelligence, self-esteem and teaching competency of boys and girls. (iii) To compare emotional intelligence, self-esteem and teaching competency of secondary student-teachers in different types of colleges. (iv) To compare emotional intelligence, self-esteem and teaching competency of secondary student-teachers belonging to different religion. (v) To find out the inter-relationship among the five components of emotional intelligence. (vi) To find out the inter-relationship among emotional intelligence, self-esteem and teaching competency.

Methodology: Survey method was employed. 552 students in B.Ed College in Chennai central district among 6 colleges. Scale of emotional intelligence standardized by Daniel Goleman, Coopersmith's Self-esteem inventory-adult form and teaching competency and practice teaching marks collected from the institutions. **Findings:** (i) The students belonging to the Hindu and Christian religions perform better than the Muslim religion. (ii) There is a significant difference in emotional intelligence, self-esteem and teaching competency between the government, aided and private colleges. Especially the private

college students have more emotional intelligence than the government, aided and college students. (iii) The government college students have less emotional intelligence than aided and government aided and private college students. (iv) The performance of students in Government College is better than government aided and private college students in self-esteem. (v) The teaching competency of secondary training students (B.Ed) in government college students is better than aided and private college students. (vi) There is a significant association between types of colleges and teaching competency religious and emotional intelligence. (vii) There is a significant inter-correlation among emotional intelligence, self-esteem and teaching competency. (viii) There is a significant correlation between five dimensions of emotional intelligence.

Guru @ Vasuki, S., & Kanakaraj, T. (2013). **Emotional Intelligence of prospective teachers**. *Journal of Educational Research and Extension*, 50(2), 12-16.

Objectives: (i) To find out the level of emotional intelligence of prospective teachers. (ii) To find out the level of emotional intelligence of prospective teachers in terms of demographic variables such as birth order discipline and receiving guidance. (iii) To find out the differences, if any in the emotional intelligence of prospective teachers in Thoothukudi area in terms of demographic variables such as birth order discipline and receiving guidance. **Methodology:** Survey method was employed to select 320 prospective

teachers studying in colleges of education in Thoothukudi area. Emotional intelligence inventory (EII) of Anukool Kyde, Sarjyot Pethe and Upinder Dha. **Findings:** (i) Level of emotional intelligence of prospective teachers is having high values of emotional intelligence. (ii) Level of emotional intelligence of prospective teachers in terms of demographic variables such as birth order, discipline and receiving guidance were average.

Indu, H. (2013). **Altruism among college students.** *Journal of Educational Research and Extension*, 50(2), 17-22.

Objectives: (i) To examine the altruism prevalent among college students. (ii) To test the hypothesis that there is no significant difference in altruism of college students based on various factors like gender, locality, and type of family, qualification, type of institution and specialization of subjects. **Methodology:** Survey method was adopted and 504 students of Arts and Science College both U.G and P.G students were selected. The tool used was a Questionnaire on Altruism (standardized by Kool and Sen, 1984). **Findings:** (i) It was found that the female students are more altruistic than male students. (ii) There is no significant difference between altruistic behavior of students belonging to nuclear and joint families. (iii) Altruistic behavior of students coming from rural and urban areas was not significantly different. (iv) There is no significant difference between altruistic behavior of government, government aided and private college students. (v) It was seen that post graduate students possess more

altruism than under graduate students. (vi) Commerce students were found to be altruistic than Arts and Science students.

Suneela, E. M. (2013). **A study on teacher morale and its impact on academic achievement of students.** *Journal of Educational Research and Extension*, 50(2), 33-37.

Objectives: (i) To identify the factors that influence teacher morale. (ii) To study the teacher morale with regard to following areas. A) Teacher rapport with the head of the institution, B) Satisfaction with teaching, C) Rapport among teachers, D) Teacher salary, E) Teacher load, F) Curriculum issues, G) Teacher's status, H) Curriculum support and community pressures, I) School facilities and services. (iii) To find out the influence of the following variables on teacher morale: A) Gender, B) Location, C) Experience, D) Qualification, E) Type of institution. **Methodology:** Normative survey was employed. 200 school teachers in various schools of Guntur were selected through stratified random sampling. Questionnaire used was prepared by the investigator. **Findings:** (i) The teacher morale among primary and secondary school teachers is high. (ii) Teacher rapport with the head of the institution was found as the major area which affects teacher morale followed by satisfaction with teaching and rapport among teachers. (iii) Teacher's status and salary are also proved to be the important areas which affect teacher morale. (iv) Teacher's workload, curriculum and school facilities also influence the teacher

morale. (v) And lastly community support and pressures has got average effect on teacher morale. (vi) The variable gender, experience and qualification have no significant influence on teacher morale of school teachers. (vii) Urban teachers are having high teacher morale than rural teachers. (viii) Private teachers are having high teacher morale than government teachers. (ix) Co-efficient of co-relation is positive and very high. It is evident that teacher morale has positive relationship with academic achievement of their students.

Qusar, N. (2013). **A study of depression and achievement motivation among secondary school students.** *Journal of Educational Research and Extension*, 50(2), 55-58.

Objectives: (i) To find significant differences in depression among secondary school students having high and low achievement motivation. (ii) To find significant sex differences in depression among secondary school students. (iii) To find significant interaction between achievement motivation and sex with depression as the dependent variable among secondary school students. **Methodology:** The sample of 250 secondary school students for the present investigation was drawn from six schools of Jammu province. Depression scale by Dr. Shamin Karim and Dr. Rama Tiwari and Achievement Motivation by Dr. D. Gopal Rao were used. **Findings:** (i) There are no significant differences in depression among high and low achievement motivation school students. (ii) There are

no significant sex differences in depression among secondary school students. (iii) There are no significant interactions between achievement motivation and sex with depression as the dependent variable among secondary school students.

Kaur, N. (2013). **Effect of concept attainment model of teaching on achievement in chemistry.** *Journal of Educational Research and Extension*, 50(2), 59-64.

Objectives: (i) To compare the mean pretest score of experimental and control groups. (ii) To compare the mean pretest score of experimental and control groups to see the effectiveness of concept attainment model on the achievement in chemistry. (iii) To compare the means post test scores of boys and girls of experimental control groups. **Methodology:** Experimental study was conducted 100 students of IX grade randomly selected. The tools used were (i) Advanced progressive matrices set-B by J.C.Raven. (ii) Lesson plans based on Concept attainment model on one topic of chemistry prepared by investigator. (iii) Achievement test. **Findings:** (i) The performance of students in both the groups i.e. experimental and controlled groups do not differ in their pre achievement scores. (ii) The performance of students in mean post test scores experimental group i.e. with CAM is higher than mean post test scores of controlled group i.e. with conventional method. (iii) The boys and girls slightly differ in their performance when taught with CAM. It means experimental group is found to be nearly superior to both girls

as well as boys for learning chemistry. (iv) The students of experimental group were looking well motivated and ready to learn each day of experimental duration of CAM treatments than students of controlled group.

Meenakshi., & Aujla, H. K. (2013). **A study of intelligence level of low achievers in mathematics at secondary stage.** *Journal of Educational Research and Extension*, 50(3), 14-17.

Objectives: (i) To identify the low achievers in Mathematics in secondary schools. (ii) To study intelligence level of the subjects having low achievement in mathematics. (iii) To compare intelligence level of low achievers in mathematics in relation to their gender, locale and type of school.

Methodology: (i) The present investigation is meant to study the intelligence level of low achievers in mathematics at secondary stage. (ii) Tool used for the study: Intelligence test of Ojha and Chowdhury (2006). (iii) Normative survey method was adopted for the conduct of the present study. (iv) Descriptive statistics namely mean, median, mode, standard deviation, skewness and kurtosis were calculated to study intelligence of low achievers in mathematics. **Findings:** (i) Males and females do not differ significantly in relation to their intelligence level. (ii) The intelligence scores of low achievers do not differ significantly in relation to their locale. (iii) Intelligence scores of low achievers do not differ significantly in relation to their type of school.

Selvam, P. S. K. (2013). **Study habits and achievement of students.** *Journal of Educational Research and Extension*, 50(3), 18-25.

Objectives: (i) To assess the study habits of Higher Secondary School students in Salem District. (ii) To identify the achievement in Tamil of Higher Secondary School students in Salem District. (iii) To find out the significant difference between boys and girls of higher secondary' school in respect of their study habits. (iv) To find out the significant difference between rural and urban higher secondary students in respect of their study habits. (v) To find out the significant difference between government and private students in respect of their study habits. (vi) To find out the significant difference between the students belonging to nuclear family and joint family in respect of their study habits. **Methodology:**

(i) In the present study normative survey research method is adopted. (ii) It involves describing, recording, analyzing and interpreting the data which are all directed towards a better understanding of the educational problem and finding solutions for them. (iii) The investigator proposed to take a random sample of 300 XI standard students studying in various Higher Secondary schools at Salem District only.

Findings: (i) The investigator has adopted the necessary statistical techniques and analyzed the collected data. The analysis of the data has revealed the following findings. (ii) The mean study habits scores of girls are greater than that of boys' students. (iii) The mean study habits scores of rural are greater

than that of urban students. (iv) The mean study habits scores of Government are greater than that of Private school students. (v) The mean study habits scores of nuclear family are greater than that of joint family students. (vi) The mean achievement scores of girls are greater than that of boy students. (vii) The mean achievement scores of urban school students are greater than that of rural school students. (viii) The mean achievement scores of Private school students are greater than that of Government school students. (ix) The scores achievement of joint family means students are greater than that of nuclear family students. (x) The relationship between study habits achievement in Tamil is not significant.

Joshi, D. C. (2013). **A study of Emotional Intelligence of B. Ed. Students in relation to their gender & some socio-demographic factors.** *Journal of Educational Research and Extension*, 50(4), 1-6.

Objectives: (i) To find out the level of Emotional Intelligence among B.Ed. Students. (ii) To examine the sex difference in Emotional Intelligence among B.Ed. Students. (iii) To examine the caste difference in Emotional Intelligence among B.Ed. students. (iv) To study whether the locality from which the respondents have come affect their Emotional Intelligence. (v) To study whether the type of family affects the Emotional Intelligence of B.Ed. students. **Methodology:** (i) The present study was survey in nature and the population of the study was B. Ed. Students of the three government colleges affiliated

to Kumaun University, Nainital. S. S. J. Campus, Almora of Kumaun University was randomly selected as a cluster for the investigation and all 135 enrolled B. Ed. Students of session 2010-11 were taken as a sample. (ii) The data was collected by using the PDS (prepared by the researcher) and Emotional Intelligence Scale (EIS-96), constructed and validated by Joshi, J. K. & Tewary, Mala in the year 1996. **Findings:** (i) It is concluded from the findings that the emotional intelligence of B. Ed. Students is high. (ii) Gender wise two groups of B. Ed. Students do not differ in their emotional intelligence. (iii) Caste wise two groups of B. Ed. Students also, do not differ in their emotional intelligence. B. Ed. Students belonging to rural and urban areas show equal level of emotional intelligence. (iv) Type of family, i.e. joint or nuclear does not affect the emotional intelligence of B. Ed. Students.

Gnanadevan, R., & Selvaraj, A. (2013). **Achievement in science in relation to science attitude and problem solving ability.** *Journal of Educational Research and Extension*, 50(4), 7-11.

Objectives: (i) To find out whether there is a significant difference in the science attitude, problem solving ability and academic achievement of higher secondary students with respect to following sub-samples gender, type of school, residential area and medium of study. (ii) To find out whether there is a significant relationship between the achievement in science and science attitude, achievement in science and

problem solving ability and science attitude and problem solving ability. **Methodology:** (i) The normative survey method was used to find out the science attitude and problem solving ability of higher secondary students in relation to their achievement in science. (ii) Science Attitude Scale standardized by Avinash Grewal and Problem Solving Ability Test standardized by L.N.Dubey were used to find out the science attitude and problem solving ability of higher secondary students. (iii) The tools were administered to a random sample of 400 higher secondary students studying in Cuddalore District of Tamil Nadu. **Findings:** (i) The male and female higher secondary students do not differ significantly in their science attitude and achievement in science. The problem solving ability is high for the male students than the female students. (ii) The students studying in government schools have more favourable science attitude and achievement in science than the students studying in private schools. But the problem solving ability is high for the students studying in private schools than the government school students. (iii) The higher secondary students residing at urban and rural area differ significantly in their science attitude and achievement in science. But they do not differ significantly in their problem solving ability. The students residing at rural area have more favourable science attitude than the students residing at urban area and the achievement in science of urban students is high than the rural students. (iv) The students studying in Tamil medium have more favourable science attitude and problem solving ability than

the students studying in English medium. (v) The achievement in science of higher secondary students is positively correlated with problem solving ability and science attitude. There is a positive significant correlation between the problem solving ability and science attitude.

Annakodi, R. (2013). **A study on personality traits and adjustment among B.Ed students.** *Journal of Educational Research and Extension*, 50(4), 43-46.

Objectives: (i) To find out the differences in personality traits of the male and female B.Ed., students. (ii) To analyze the differences in the adjustment levels of the male and female B.Ed., students. (iii) To find the relationship between personality traits and adjustment of the B.Ed., students. (iv) To find out the relationship among the different levels of adjustment of B.Ed., students. **Methodology:** (i) The investigator selected a random sample of 300 B.Ed., students consisting of 150 boys and 150 girls. (ii) The selected variable gender is the dependent variable. (iii) The tools used for the study are Personal data sheet, Cattell's 16 personality factors inventory, H.M. Bell's Adjustment Inventory. **Findings:** (i) There is no significant difference between the male and female students with respect to the trait, Reasoning, Rule Consciousness, Social Boldness and Abstractedness. (ii) There is significant difference between the male and female students with respect to the trait Emotional Stability and Privatness. (iii) There is no significant difference between the male and female B.Ed., students in the personality

traits. (iv) The other ten traits do not show any significant difference between the male and female of B.Ed., students. There is no significant relationship between personality traits and adjustment levels of B.Ed., students.

Gurubasappa, H. D. (2014). **A study of critical thinking, emotional intelligence and their effect on academic achievement in science of secondary school students.** *Journal of Educational Research and Extension*, 51(1), 7-12.

Objectives: (i) To study the relationship between critical thinking and academic achievement. (ii) To study the relationship between Emotional intelligence and academic achievement. (iii) To study the interaction effect of critical thinking and emotional intelligence upon academic achievement. **Methodology:** Survey method was adopted. The study was conducted on a stratified proportionate random sample of 600 secondary school students of IX standard (4 Government, 4 private aided and 2 private un-aided high schools) in Tumkur district of Karnataka. **Findings:** (i) There is a significant difference effect of Critical thinking on the academic achievement in science of secondary school students. (ii) There is a significant effect of emotional intelligence on the academic achievement in science of secondary school students. (iii) There is a significant main and interactive effect of critical thinking and emotional intelligence on the Academic achievement in science of secondary school students.

Bharambe, I. (2014). **Study of achievement motivation among adolescents.** *Journal of Educational Research and Extension*, 51(1), 13-21.

Objectives: (i) To study the Achievement Motivation level of the adolescents. (ii) To study the Achievement motivation among the adolescents in relation to their gender. (iii) To study the achievement motivation among the adolescents in relation to their locality. **Methodology:** Stratified random sampling technique was adopted. 446 (230 Rural & 216 Urban) Adolescents were selected from secondary and Higher Secondary schools situated in Jalgoan district. **Findings:** (i) Achievement Motivation level among adolescents are not high. Achievement motivation level among adolescents is average. It is supported by the findings of Abrol (1977), Gupta (1978), Jerath (1979) and Kour (1988) and it is contradicts with Chaudhari (1971), Agarwal (1974) and Rani (1992). (ii) Achievement motivation among Boys is higher than Girls. This is supported by the findings of Abrol (1977), Gupta (1978), Jerath (1979) and Kour (1988) and it is contradicts with Chaudhari (1971), Agarwal (1974) and Rani (1992). (iii) Achievement motivation among urban adolescents is higher than rural adolescents. It is due to lack of education, poverty, addition, lack of facilities.

Jayagandhi, T. (2014). **A study of self-actualization among teacher trainees of D.El.Ed.** *Journal of Educational Research and Extension*, 51(1), 39-44.

Objectives: (i) To study about self-actualization among D.El.Ed. teacher

trainees of District Institute of Education and Training, Madurai district. (ii) To determine the significant difference between self-actualization and variables like sex, locale, religion, educational qualification of parents and parent's income. **Methodology:** The normative survey method was used. Random sampling technique was adopted to 200 teacher trainees of DIET, Madurai district. Standardized tool by Walter D. Sorochan, Personal Health Appraisal, New York (1976) was used. **Findings:** (i) The self-actualization of teacher trainees of D.El.Ed. of District Institute of Education and Training, Madurai district is in moderate level. (ii) The teacher trainees of D.El.Ed. of male and female do not significantly differ in their self-actualization. (iii) The urban and rural teacher trainees of D.El.Ed. do not significantly differ in their self-actualization. (iv) The teacher trainees of D.El.Ed. with educated parents and illiterate parents do not significantly differ in their self-actualization. (v) The teacher trainees of D.El.Ed. belonging to deficit income status do not significantly differ in their self-actualization. (vi) The teacher trainees of D.El.Ed. belonging to Hindu and other religion do not significantly differ in their self-actualization.

Minikutty, A., & Krishnan, S. (2014). **Spatial thinking skills in mathematics: A study among secondary school students.** *Journal of Educational Research and Extension*, 51(2), 1-7.

Objectives: (i) To find out the extent of spatial thinking skills among secondary school students. (ii) To identify the level of spatial visualization and spatial orientation skills among secondary school students. (iii) To compare the level of spatial thinking skills among secondary school students based on the sub samples a) Gender (Boy/Girl) b) Locale of school (Rural/Urban) (iv) To compare the level of spatial visualization and spatial orientation skills among secondary school students. **Methodology:** (i) Survey method was adopted for the present investigation. (ii) A sample of 100 students from IX standard following Kerala State Syllabus of Ernakulam and Palakkad district were selected using stratified random sampling by giving due weightage to gender and locale of school. (iii) The data collected was classified, tabulated, analyzed and interpreted using various descriptive statistics such as mean, median, standard deviation, quartile deviation, kurtosis and using the inferential statistics, test of significance of difference between two means. **Findings:** (i) The study revealed that secondary school students have a low level of spatial thinking skills. (ii) Girls are having a significantly high level of spatial thinking skills than boys and students from rural school are having a significantly high level of spatial thinking skills than students from urban schools. (iii) The level of spatial thinking sub skills such as spatial visualization and spatial orientation is same for the secondary school students.

Selvakumar, K. R., & Ramesh, C. (2014). **Job stressors and mental health of primary school teachers in Ariyalur district.** *Journal of Educational Research and Extension*, 51(2), 11-17.

Objectives: (i) To find the prominence of job stressors of primary school teachers. (ii) To find the nature of mental health of primary school teachers. (iii) To find the significant difference between the male and female primary school teachers in their job stressors. (iv) To find the significant difference between the married and unmarried primary school teachers in their job stressors. (v) To find the significant difference between the male and female primary school teachers in their mental health. (vi) To find the significant difference between the married and unmarried primary school teachers in their mental health. (vii) To find the significant relationship between the jobs stressors of primary school teachers and their mental health. **Methodology:** (i) Survey method was used in this study. (ii) Normative sampling method was used in this study. (iii) A sample of 169 teachers was used in this study. **Findings:** (i) It is observed that 52.07% have high level of job stressors in teacher role maintenance. 47.34% have high level of job stressors in respect and honour maintenance. 50.89% have high level of job stressors in maintenance of interpersonal relationship. 69.82% have high level of job stressors. 81.07% of primary school teachers have moderate level of mental health. This implies the fact that majority of the primary school teachers have high level job stressors. (ii) The finding of the correlation

analysis also supported this finding, i.e., the job stressors of primary school teachers are significantly role maintenance, respect and honour maintenance, maintenance of interpersonal relationship, and job stressors. (iii) The rural school teachers have more job stressors.

Jaya,S., & Padmapriya, R. (2014). **A study on the management on stress by the children living in the institutions.** *Journal of Educational Research and Extension*, 51(2), 26-32.

Objectives: (i) To study the causes and effects of stress among children living in institution (ii) To find out influence of stress on their academic performance and psychological changes. **Methodology:** (i) The sample for the present study included 80 adolescents, out of them forty boys and forty girls who were found to have stress problem and they were selected for the study. (ii) Interview schedule and standardized tools were used for the study. **Findings:** (i) The selected adolescents were experienced stress in life situation such as lack of time, lack of family support and change in living condition. The relaxation therapy and orientation helped adolescent boys to reduce their stress and it was noted from 22.00 to 10.40 and for adolescent girls it was 22.30 to 9.95. (ii) Before the orientation programme 98 percent of adolescent boys and 93 percent of adolescent girls showed lack of concentration on subjects and after the orientation programme it was reduced to 38 percent. Before the programme 95 percent and all the adolescent boys and girls respectively had poor memory power,

but after the orientation and counselling programme it was reduced tremendously to 43 percent and 40 percent for adolescent boys and girls respectively. 90 to 95 percent of adolescent girls and boys had no interest to collect study materials read, write and recall method, but the orientation programme helped them to follow correct method of the study at proper time. So their rate decreased to 15 percent and 45 percent respectively for both boys and girls which was a remarkable change. (iii) Before the programme 93 percent of adolescent boys and girls had very poor physical strength and after the orientation and counseling programme they could improve their strength and it was reduced to 35 percent for adolescent boys and 43 percent for adolescent girls. Nearly 90 percent of adolescent boys and girls showed lack of interest in their studies the programme motivated them to reduce to 20 percent for boys and 38 percent for girls respectively, which was a drastic change. (iv) The fear of examination result was very high for boys (60%) and girls (9%) after counselling programme the fear was reduced to 38 percent for boys and 28 percent for girls. Before the programme almost all the adolescents (90%) had lack of guidance, after the counselling and orientation programme the respondents approached people for guidance. Before programme 90 percent of adolescent boys and 95 percent of adolescent girls had less relationship and contacts with their teachers, after the orientation programme it was reduced considerably by 33 percent for boys and 45 percent for girls.

Raj, U. D., & Samuel, D. (2014). **Emotional intelligence of B.Ed., teacher trainees.** *Journal of Educational Research and Extension*, 51(2), 33-38.

Objectives: (i) To measure the level of emotional intelligence among B.Ed, teacher trainees. (ii) To find out emotional intelligence among B.Ed, teacher trainees based on, a) Gender b) Type of Management c) Location of the college. **Methodology:** (i) Survey method was employed for this study. (ii) 300 samples were taken from Government, Government aided and Self-financing colleges of Chennai, Kanchipuram and Thiruvallur districts which follows the stratified random sampling technique. (iii) Emotional intelligence scale was developed and standardised by Cyberia Shrink (1994), has been used in the present study. Emotional intelligence scale contains 35 items related to six dimensions - self-awareness, self-manageable, internality, motivation, empathy and social skills. **Findings:** (i) The level of emotional intelligence among B.Ed., Teachers trainees is moderate in nature. (ii) Men B.Ed., teacher trainees found to have comparatively high emotional intelligence than compared to women B.Ed., teacher trainees. (iii) The teacher trainees who are studying in Government College found to have comparatively high emotional intelligence than compared to government aided and self – financing colleges. (iv) The teacher trainees who are studying in women's college found to have high emotional intelligence than compared to the emotional intelligence of men's and co-education college B.Ed., teacher trainees.

Bawani, W.S. (2014). **A study on creativity of standard XI students and its relationship to their academic performance.** *Journal of Educational Research and Extension*, 51(3), 9-15.

Objectives: (i) To assess the creativity of XI standard students. (ii) To study the difference in creativity boys and girls. (iii) To study the difference in creativity of students studying under different types of schools (Government, Aided, Private Unaided) (iv) To find out the difference in creativity of students based on their medium of instruction. (v) To find out the differences in creativity of students from different boards of education upto standard X. (vi) To find out the relationship between creativity of students and their academic performance. **Methodology:** (i) The sampling technique used for present study was random stratified sampling technique. (ii) The investigator selected 150 XI standard students from three State Board Higher Secondary schools and one Matriculation Higher Secondary School studying in Tamil and English medium consisting of both boys and girls. (iii) The tool used was Passi's test of creativity. (iv) Differential analysis was made between groups using 't' and 'F' tests. Correlation was found using Karl Pearson's Product Moment Correlation. **Findings:** (i) There is no significant difference between boys and girls in their creative ability. (ii) There is significant difference between creative students studying under different types of higher secondary school. (iii) There is no significant difference between creativity of government and aided school students.

(iv) There is significant difference in creativity of government- private school students and private unaided and aided school students. (v) There is significant difference in creativity of Tamil and English medium students. (vi) There is significant difference in creativity of students from different boards of education upto std X. (vii) There is significant relationship between creativity and academic performance.

Maria, C. M. (2014). **Mental health of higher secondary students in Chennai.** *Journal of Educational Research and Extension*, 51(3), 16- 19.

Objective: To find out whether XI Standard students differ in their Mental Health with respect to the variations in some selected personal variables, namely gender, medium of instruction and school management type. **Methodology:** (i) Survey method is adopted in the present study. The sample for the study was selected randomly. The sample consisted of 400 students of Standard XI drawn from Government, Government Aided, Corporation and Matriculation schools in Chennai city. (ii) The Mental Health Battery (MHB) developed and validated by Arun Kumar Singh and Alphana Sen Gupta was adapted by the researcher. It is a battery of six tests (Part I – VI) which consists of 130 items. (iii) Differential Analysis is used in the study. **Findings:** (i) No significant difference is noted in Mental Health with respect to gender. This shows there is no gender

bias at home and school. (ii) Significant difference is observed between English and Tamil medium students in their mental health. English medium students are better in Mental Health than Tamil medium students. This may be due to the exposure of students in English medium schools. (iii) Students from Matriculation schools are having a better mental health than those from Aided schools (iv) students from Matriculation schools are having a better mental health than those from Government schools. (v) Students from Matriculation schools are having a better mental health than those from Corporation schools. (vi) Students from Matriculation Schools possess the optimum mental health and students from Government schools possess the least mental health.

Krishnadevi, A. R. A. (2014). **Attitude - An essential element of developing soft skills in learning mathematics.** *Journal of Educational Research and Extension*, 51(3), 20-27.

Objectives: (i) To find out significant difference of any in the attitude of XI standard students towards learning Mathematics and the dimensions like self confidence, value, motivation and enjoyment with reference to the variables gender, type of family domicile and type of institution. **Methodology:** (i) The investigator has adopted descriptive method with survey technique to solve the problem. (ii) The population of the study is the IX standard students in Rajapalayam.

A sample of 150 students studying in IX standard in Rajapalayam has been drawn by simple random technique. (iii) A self constructed and validated Attitude scale with 3 points is used as tool to gather data. (iv) Statistics used in the study are mean, standard deviation, t-test and F ratio. **Findings:** (i) When compared to the mean scores, the students from nuclear families are more confident in learning Mathematics than the students from joint families. (ii) When compared to the mean scores, girl students realize the value of Mathematics than boy students. (iii) When compared to the mean scores, the aided school students have positive attitude, more confident, realize the value of Mathematics and interested in learning Mathematics and hence enjoy Mathematics classes. (iv) Lack of faculties and deficiency in teacher motivational techniques may demotivate the students. (v) Comparing mean scores shows that the students from urban are enjoy learning Mathematics and have positive attitude towards Mathematics than the students from rural area.

Anandaraj, S., & Ramesh, C. (2014). **Assessing physics metacognition of graduate students - An institutional wise analysis.** *Journal of Educational Research and Extension*, 51(3), 33-38.

Objectives: (i) To find out the level of Physics metacognition of the graduate students with regard to nature of college and type of college. (ii) To find out whether there is any significant difference among

men's women's and co- education college students in their Physics metacognition. (iii) To find out whether there is any significant difference among government, autonomous, aided and self finance college students in their Physics metacognition.

Methodology: (i) The researcher used the survey method for the present study. (ii) For data collection, the investigator used the Physics Metacognition Inventory (PMI) which is comprised of 50 items and it is developed by the investigator and research supervisor (2013) to measure Physics metacognition of the physics major students. (iii) The investigator has selected the sample by using simple random sampling technique comprising of 636 final year undergraduate Physics students. (iv) The data were analysed by using mean, standard deviation, 'F' test and Tukey test.

Findings: (i) The descriptive analysis the investigator found that 8.7 % of men college students, 18.8% of women college students and 15.1% of co education college students had high level of physics metacognition. (ii) Further 17.1% of government college students, 10.8% of autonomous college students, 20.8 % of aided college students and 19.3 % of self finance college students had high level of Physics metacognition. (iii) 'F' test results shows that there is a significant difference among Physics major students from men's, women's and co education colleges in their knowledge of cognition, regulation of cognition and physics metacognition. (vi) The 'F' test also

shows that there is a significant difference among physics students from government, autonomous, aided and self finance colleges in their regulation of cognition and Physics metacognition.

Pan, A., & Mohapatra, R. L. (2014). **Interface between personality and academic achievement: A correlation study of B.Ed trainees of Calcutta University.** *Journal of Educational Research and Extension*, 51(3), 48-52.

Objectives: (i) To know the personality of the B.Ed. trainees in relation to strata and gender under Calcutta University. (ii) To know the academic achievement in respect to their gender and strata under Calcutta University. (iii) To know if any relationship exists between personality and academic achievement of the trainees.

Methodology: (i) 100 students as sample were drawn randomly from the B.Ed colleges under the Calcutta University. (ii) Dimensional Personality Inventory (DPI) made by Mahesh Bhargva is used to measure personality. **Findings:** (i) The female students have the higher personality than the male students because female students have greater mean value than the mean value of the male students. (ii) The female students have the greater academic achievement than the male students because they have greater mean value than the male students. (iii) The personality of the students does not differ in relation to their strata. (iv) It is clear that personality and academic achievement have a positive correlation between them.

Renjith, J. S. (2014). **Cognitive style of prospective teachers in Malapuram district.** *Journal of Educational Research and Extension*, 51(3), 53- 58.

Objectives: (i) To find out the cognitive style of prospective teachers in total and in dimensions such as (a) Systematic style (b) intuitive style (c) integrated style (d) Undifferentiated style (e) Split style. (ii) To find out the difference if any in the cognitive style of the prospective teachers in total and in the dimensions such as systematic style, intuitive style, integrated style, undifferentiated style, split style with respect to the following variables (a) gender (b) educational qualification. (iii) To find out the difference if any in the cognitive style between social science and English prospective teachers in total and in the dimensions such as Systematic style, intuitive style, integrated style, undifferentiated style, split style. **Methodology:** (i) The sample for the present study was prospective teachers in Malapuram district. (ii) For collection of data the investigator have been used Cognitive Style Inventory (CSI) constructed and standardized by Praveen Kumar Jha in 2001. (iii) Statistical techniques used are percentage analysis and t-test. **Findings:** (i) It is found that 20% of the students are having better cognitive style, 65% medium and 15 % low. (ii) There is significant difference between social science and English teachers in undifferentiated style and systematic style. (iii) There is significant difference between prospective teachers with UG and PG with integrated style and split style.

Patil, G. G., & Ambadkar, N. (2014). **Comparative study of wards of employed and unemployed with respect to their mental health.** *Journal of Educational Research and Extension*, 51(3), 59-63.

Objectives: (i) To find out the difference in mental health of wards of employed and unemployed women studying in 9th class. (ii) To find out the difference between the mental health of boys and girls of employed and unemployed women studying 9th class. (iii) To find out the difference between the mental health of boys and girls studying in 9th class of employed women. (iv) To find out the difference between the mental health of boys and girls studying in 9th class unemployed women. **Methodology:** (i) Survey method was adopted for the present study. (ii) Test developed by Dr. Arun Kumar Singh and Dr. Aparna Sen Gupta's (1987) has been used. (iii) The survey sample collection of 2000 wards of employed and unemployed women. **Findings:** (i) Mental Health of the wards of employed women and unemployed women are found to be equivalent. (ii) Mental health of boys of unemployed women is better than that of the boys of employed women. (iii) Mental health of the girls of employed women and unemployed women, showing their mental health to be equivalent. (iv) Mental health of the boys of employed women and unemployed women are found to be equivalent. (v) Mental health of the boys of unemployed women is better than that of the girls of unemployed women.

Yogaraj, T., & Selvaraju, R. (2014). **A study on metacognition and learning style of B.Ed students.** *Journal of Educational Research and Extension*, 51(4), 32-37.

Objectives: (i) To find out the level of metacognition of secondary education students. (ii) To find out the level of learning style of secondary education students. (iii) To find out the difference between male and female secondary education students in their metacognition. (iv) To find out the difference between male and female secondary education students in their learning style. (v) To find out the relationship between metacognition and learning style of secondary education students.

Methodology: (i) The investigator has used the survey method for obtaining the data. (ii) The investigator has randomly selected 100 secondary education students from Tirunelveli District. (iii) The Metacognitive inventory (MCI) by Punita Govil (2003) and the learning style tool developed by the investigator was used. (iv) SD, 't'-test and Pearson Product Moment Correlation used for analysis of the data. **Findings:** (i) The level of megacognition of male and female secondary education students is moderate. (ii) There is no significant difference between male and female secondary education students in their knowledge of cognition, regulation of cognition and metacognition. (iii) The level of learning style of male and female secondary education students is moderate. (iv) There is significant difference between male and female secondary education students in their visual, auditory, kinesthetic learning

style. (v) There is significant relationship between metacognition and learning style of secondary education students.

Kavitha, S., & Venkateswaran, R. (2014). **Scientific attitude among the secondary school students in Salem.** *Journal of Educational Research and Extension*, 51(4), 38-41.

Objectives: To find out the significant difference among the secondary school students scientific attitude with respect to their demographic variables such as Gender, Locality, Family Occupation and Educational Qualification of Parents.

Methodology: (i) The investigator has adopted survey method for this study. (ii) Population for this study were secondary school students studying in X standard at Salem. (iii) The tool Scientific Attitude Inventory of Moore and Foy (1997) was used to assess the student's Scientific Attitude. Mean, SD and 't' test were computed to know the significant difference between the means of the different sub-groups in terms of Gender, Locality, Family Occupation and Parents Educational Qualification. **Findings:** (i) There is no significant difference between Male and Female secondary school students in their Scientific Attitude. (ii) There is no significant difference between Urban and Rural secondary school students in their Scientific Attitude. (iii) There is no significant difference between secondary school students Scientific Attitude based on their Family occupation. (iv) There is significant difference between secondary school students Scientific Attitude based on their Parental educational qualification.

Vakkil, M. & Latha, K. (2015). **School adjustment of ninth standard students in Gobi educational district.** *Journal of Educational Research and Extension*, 52(1), 1-4.

Objectives: (i) To find out the level of school adjustment of IX standard students. (ii) To find out any significant difference in IX standard students in school adjustment with respect to their following demographic variables such as Gender (Boys/Girls), Locality (Rural/ Urban), Type of School (Government/ Private) and Medium of Instruction (Tamil/English). **Methodology:** (i) In the present study survey method was adopted by the investigator. (ii) For the purpose of the study, investigator selected 426 studying in IX standard students in Gobi educational districts in Tamil Nadu by using random Sampling technique. (iii) After data collection the data were analyzed descriptive (mean and standard deviation) and differential analyses (t- test). **Findings:** (i) The analyses of the study revealed that the IX standard students have above average in school adjustment. (ii) The Gender wise analysis was found that Girls students greater than Boys students, the Locality wise analysis was found that Rural students higher than Urban students, Type of school wise analysis was found that the Government students were superior to Private students and Medium of Instruction wise analysis found that the Tamil medium students were better than English medium students in school adjustment in IX standard of Gobi educational districts in Tamil Nadu.

Anadarasu, R. (2015). **Investigation on adjustment of the high schools students in Thanjavur.** *Journal of Educational Research and Extension*, 52(1), 5-11.

Objectives: (i) To find out the level of adjustment of high schools students in Thanjavur. (ii) To find out whether there is any significant difference between male and female students in respect of their adjustment. (iii) To find out whether there is any significant difference between government and private school students in respect of their adjustment. (iv) To find out whether there is any significant difference between English and Tamil medium students in respect of their adjustment. (v) To find out whether there is any significant difference between urban and rural school students in respect of their adjustment. **Methodology:** (i) To achieve the objectives of the research, normative survey method was found to be the best suited method (ii) The population of the study consisted of the students of both sexes of class ninth studying in government and private schools, state board syllabus in Thanjavur. (iii) A sample of 300 students was selected from eleven schools by using random sampling technique. (iv) To study the adjustment of the high school students, the adjustment inventory for school students by A.K.P Sinha & R.R. Singh (1993) has been used. (v) Data were analyzed by employing the following statistical techniques (mean, standard deviation, 't' test) to arrive at meaningful conclusions. **Findings:** (i) The mean scores of the components namely emotional, (15.62) social (14.13) and

educational (15.75) of the adjustment score of the school students is unsatisfactory. (ii) The mean scores of the male and female school students do not differ significantly in their adjustment. (iii) There is a significant relationship between government and private school students in their adjustment. While comparing the mean scores for government (mean=46.34) and private (mean=44.64) school students. Government school students are better than private school student in their adjustment. (iv) There is no significance difference in the adjustment of the school students based on their medium of instruction and residence of the students.

Vel Murugan, P. & Manimehalai, N. (2015). **Life skills and academic achievement of elementary teacher education students.** *Journal of Educational Research and Extension*, 52(1), 12-20.

Objectives: (i) To find out whether there is any significant difference between male and female elementary teacher education students in their life skills. (ii) To find out whether there is any significant difference between urban and rural elementary teacher education students in their life skills. (iii) To find out whether there is any significant difference between elementary teacher education students from nuclear family and joint family in their life skills. (iv) To find out whether there is any significant difference between male and female elementary teacher education students in their academic achievement. (v) To find out whether there is any significant difference between urban and

rural elementary teacher education students in their academic achievement. (vi) To find out whether there is any significant difference between elementary teacher education students from nuclear family and joint family in their academic achievement. (vii) To find out whether there is any significant relationship between life skills and academic achievement of elementary teacher education students. **Methodology:** (i) The investigator adopted survey method. (ii) The investigator has used simple random sampling technique for collecting the data. The stratification has been done on the basis of sex, native place and type of family. (iii) The sample consists of 270 elementary teacher education students from 11 teacher training institutions. (iv) Life Skills Inventory constructed by Thangathurai and Thamodharan (2012) was used for collecting the data. (v) Marks obtained in quarterly examination of elementary teacher education students have been taken for estimating their academic achievement. 't' test and Karl Pearson's Product moment correlation were used to analyse the data. **Findings:** (i) There is no significant difference between male and female elementary teacher education students in their personal skill, communication skill and managing skill, but there is significant difference between male and female elementary teacher education students in their emotional skill, social skill and life skills. (ii) There is no significant difference between urban and rural elementary teacher education students in their personal skill, managing skill and life skills, but there is significant difference

between urban and rural elementary teacher education students in their emotional skill, social skill and communication skill. (iii) There is no significant difference between elementary teacher education students from nuclear family and joint family in their personal skill, emotional skill, social skill, communication skill, managing skill and life skills. (iv) There is no significant difference between male and female elementary teacher education students in their academic achievement. (v) There is no significant difference between urban and rural elementary teacher education students in their academic achievement. (vi) There is no significant difference between elementary teacher education students from nuclear family and joint family in their academic achievement. (vii) There is no significant relationship between emotional skill, social skill, communication skill, managing skill and life skills and academic achievement of elementary teacher education students, but there is significant relationship between personal skill and academic achievement of elementary teacher education students.

Eswaran, M., & Vakkil, M. (2015). **Scientific attitude of first degree students: An investigation.** *Journal of Educational Research and Extension*, 52(4), 20-26.

Objectives: (i) To find out the level of scientific aptitude of first degree science students. (ii) To find out the significant difference in Scientific Aptitude of first degree science students with respect to their following demographic variables such as Gender (Male and Female), Locality

(Rural and Urban) and Type of Institution (Government and Self finance). (iii) To find out the significant difference in scientific aptitude of first degree science students with respect to their stream of study (Physics, Chemistry and Biology). **Methodology:** (i) Descriptive survey method and 300 under graduate science students have been selected (The sample comprised 164 female and 136 male) from the Namakkal district in Tamilnadu. The questionnaire of Scientific Aptitude is developed by the investigator, it contains 45 items (ii) The split-half reliability coefficient for questionnaire of Scientific Aptitude is 0.72. **Findings:** (i) The first degree science students have above average in scientific aptitude. (ii) There is significant difference between male and female first degree science students in scientific aptitude. (iii) There is no significant difference between rural and urban and government and self – finance first degree science students in scientific aptitude. (iv) There is significant difference in scientific aptitude of first degree science students with respect to their stream of study (Physics, Chemistry and Biology).

Srinivasan, P. (2015). **Qualitative evaluation of emotional intelligence strategy.** *Journal of Educational Research and Extension*, 52(4), 43-51.

Objectives: (i) To quantitatively evaluate emotional intelligence strategy given to secondary teacher trainees. **Methodology:** (i) Purposive sampling technique was followed and the sample for the present study comprises of 40 secondary teacher trainees. (ii) Developed emotional intervention strategy based on Daniel Goleman's 25

components of emotional intelligence. **Findings:** (i) The focus group interview explored the experiences and perspectives of participants on emotional intelligence strategy and teaching competency. (ii) The results of this focus group interview suggest that the emotional intelligence strategy worked well for all the trainees. It provided the opportunities for integration of most of the strands of the strategy, allowing participants to synthesize information and skills derived from the various emotional intelligence activities.

Gnanadevan, R., & Selvaraj, A. (2016). **Gender difference in youth problem of students studying in Adi-Dravidar welfare schools at Cudalore district.** *Journal of Educational Research and Extension*, 53(1), 9-14.

Objectives: (i) To find out the level of youth problems such as family problem, school problem, personal problem and socio-emotional problem of higher secondary students studying in Adi-Dravidar welfare schools. (ii) To find out whether male and female students differ significantly in the various dimensions of youth problems such as family problem, school problem, personal problem and socio-emotional problem. **Methodology:** (i) Normative survey method was employed; Stratified random sampling technique has been followed for the sample selection. (ii) Study consists of 360 samples; it includes male and female students. **Findings:** (i) The male and female students differ significantly with respect to family problem. The level of family problem is low for the male students and it is high for the female students studying in Adi-

Dravidar welfare schools. (ii) The male and female students do not differ significantly with respect to school problem and socio-emotional problem. (iii) The male and female students differ significantly with respect to personal problem. The level of personal problem is low for the female students and it is high for the male students studying in Adi-Dravidar welfare schools.

Arunkumar, K. (2016). **Construction and standardization of Research Attitude Scale (RAS).** *Journal of Educational Research and Extension*, 53(1), 23-31.

Objectives: (i) To construct the Research Attitude Scale (RAS). (ii) To standardize the Research Attitude Scale (RAS). **Methodology:** The research tool construction and standardization has the following steps: (a) Tool conceptualization (b) Item preparation (c) Pre tryout (d) Pilot study (e) Item analysis (f) Final draft and (g) Standardization **Findings:** (i) The half and whole test reliability coefficients of Research attitude scale (RAS) was 0.77 and 0.87 respectively. (ii) Cronbach alpha reliability value was 0.85. Both tests indicate that the tool is highly reliable.

Goswami, M., & Goswamee, G. (2016). **Behavioural problems among primary school children in relation to some selected variables.** *Journal of Educational Research and Extension*, 53(1), 32-46.

Objectives: (i) To identify the common behavioural problems of primary school children. (ii) To identify the behavioural problems in relation to the variables- Number of children in the family, Ordinal

position of the child among the siblings and Gender. **Methodology:** (i) Descriptive survey method has been adopted to study the common behavioural problems of primary school children. (ii) The sample consists of 150 identified primary school children and their respective parents/guardians of behavioural problem children of primary school of kamrup metro district of Assam. (iii) Vanderbilt ADHD Diagnostic Teacher Rating Scale and Self-structured questionnaire were used for collecting the relevant data. **Findings:** (i) The present study revealed that out of total population only 13.17 % children were identified as behavioural problem children. (ii) Study revealed that out of total identified behavioural problem children 45 i.e., 30 % family had only child, 47.33 % family had two children, 18 % family had three children, 2.67 % family had four children and 2 % family had five children. (iii) The present study showed that out of total identified behavioural problem children 50 i.e., 33.33 % children were first born or eldest of the family and 34.67% children were youngest of the family and 30% were only child.

Baby Rani, G., & Faritha Begam, A. (2016). **Problem solving ability and emotional intelligence of higher secondary students.** *Journal of Educational Research and Extension*, 53(1), 47-57.

Objectives: (i) To find the level of problem solving ability among the Higher Secondary students. (ii) To find the level of emotional intelligence among the Higher Secondary students. (iii) To find

the relation between the problem solving ability and emotional intelligence of Higher Secondary students. **Methodology:** (i) Three hundred Higher Secondary I group students were selected by using simple random sampling method from 6 schools of Cheranmahadevi educational union. (ii) Mean, standard deviation, t-test, ANOVA and Pearson Product Moment Correlation were used for analyzing the data gathered. **Findings:** (i) No significant difference is found in the problem solving ability of Higher Secondary students with respect to gender. (ii) No significant difference is noted in the problem solving ability of Higher Secondary students with respect to locality. (iii) Significant correlation is observed between the problem solving ability of Higher Secondary students and their emotional intelligence.

Thembavani, S. & Nathan, J.T. (2016). **A study on self confidence, creativity and attitude towards participating in extracurricular activities among IX standard students in Kanchipuram District.** *Journal of Educational Research and Extension*, Vol.53 (2), 26-31.

Objectives: (i) To assess the performance of the self confidence towards participating in extra curricular activities among IX standard students. (ii) To assess the performance of the creativity towards participating in extracurricular activities among IX standard students. (iii) To assess the performance of the attitude towards participating in extracurricular activities among IX standard students. **Methodology:** (i) The method adopted in

the present study is descriptive research or survey method.(ii) Tools used were self confidence tool by investigator, creativity tool by Baquer Mehdi and attitude in extracurricular activity tool by investigator.(iii) The study was mainly concerned with IX standard students in the high schools in Kanchipuram District.

Findings: (i) According to management of schools the level of self confidence and creativity shows difference in selected students. (ii) English medium selected student's shows better performance in self confidence and creativity than the Tamil medium selected students. (iii) According to gender the female selected students have positive attitude towards extracurricular activities than the male students. (iv) Rank holder selected students seen to have best performance in self confidence, creativity and attitude towards extracurricular activities. (v) The selected students from the urban area show high level of performance in creativity.

Gomathi, G., & Mohaideen, R.S. (2016). **Interest of higher Secondary Students in Chemistry and their Scientific Aptitude.** *Journal of Educational Research and Extension*, Vol.53 (3), 1-5.

Objectives: (i) To find out the level of interest of higher secondary students in chemistry and in dimensions namely psychological, sociological and economic. (ii).To find out the level of scientific aptitude of higher secondary students.(iii).To find out the significant positive correlation, if any between interest of higher secondary students in chemistry and their scientific

apptitude. **Methodology:** (i) In the study, survey method of research has been adopted. (ii) Sample of 500 students was selected by using simple random sampling technique.(iii) Self made tools of interest in chemistry and scientific aptitude were developed and standardized for collecting the data. **Findings:** (i) Higher secondary students have medium level of interest in chemistry. (ii)Higher secondary students have medium level of scientific aptitude. (iii)There is a significant positive correlation between interest in chemistry and their scientific aptitude among higher secondary students.

Thivya, P., & Francisca, S. (2016). **Influence of Emotional Environment of schools on the feeling of Security of adolescents.** *Journal of Educational Research and Extension*, Vol.53 (3), 22-27.

Objectives: (i) To find out whether there is any significant difference among the mean scores of perception of emotional environment of school by adolescents and its dimensions with respect to type of school. (ii)To find out whether there is any significant difference among the mean scores of feeling of security of adolescents with respect to type of school. **Methodology:** (i) Descriptive method using survey technique to study the influence of emotional environment of school and feeling of security of adolescents. (ii)The present study, the investigator randomly selected 1000 students from twenty two schools. (iii) The tool used for the study were Emotional environment Scale and Feeling of security Scale which were

developed and validated by S. Franscisca & P.Thivya. (iv)The statistical techniques used to analyze the data were mean, S.D. F-Test and correlation. **Findings:** (i) There is significant difference among adolescents in their perception of emotional environment of school and its dimensions with reference to type of school. (ii)There is significant difference among the feeling of security of adolescents and its dimensions with reference to type of school. (iii)There is significant positive correlation between perception of emotional environment of school by adolescents and its dimensions such as supportive atmosphere, promotion of active learning, policy towards emotional environment, students' participation in governance and emotional environment in total and feeling of security of adolescents with respect to total sample.

Ambadkar, N., & Patil, G. (2016). **A Study of Emotional Maturity and Academic Achievement of Adolescents of Government and Private School in Amravati City.** Journal of Educational Research and Extension, Vol.53(4).

Objectives: (i) To find out the Emotional Maturity of government and private school students. (ii) To find out the Emotional Maturity of boys and girls of government school. (iii) To find out the Emotional Maturity of boys and girls of private school. (iv) To find out the Academic Achievement of government and private school students. (v) To find out the Academic Achievement of boys and girls of government school. (vi) To find out the Academic Achievement of boys and

girls of private school. **Methodology:** Survey method was used for studying the Emotional Maturity and Academic Achievement of adolescents of government and private school in Amravathi City. The present study was carried out on a sample of 100 students from government and private schools of Amaravathi City. Test developed by Dr. Sign and Dr. Bargave (1987) was used for data collection. For Academic Achievement Score final examination mark was considered for study. The obtained data was analyzed using the statistical technique 't' test. **Findings:** (i) There is a significance difference between the Emotional Maturity of students of government and private schools. Emotional Maturity of government school students is better than the students of private school.(ii) There is a significance difference between the Emotional Maturity of boys and girls of government school. Emotional Maturity of boys is better than the girls of government school. (iii) There is no significance difference between the Emotional Maturity of boys and girls of private school. (iv) There is a significance difference between the Academic Achievement of students of government and private schools. Academic Achievement of private school students is better than the government school students. (v) There is a significance difference between the Academic Achievement of boys and girls of government school. Academic Achievement of boys of the government school is better than the girls of government school. (vi) There is a significance difference between the Academic Achievement of boys and girls of private school. It is clear

that the Academic Achievement of boys is better than the girls of private school.

Srinivasalu,G.N. (2016). **Open Book Evaluation System to Improve the Cognitive and Analytical Skills of the Students of B.Ed. in Social Science.** Journal of Educational Research and Extension,Vol.53(4).

Objectives: (i) To study the process of conducting open book examination and developing cognitive analytical skills. (ii) To study the effectiveness of open book evaluation technique in the development of cognitive analytical skills. **Methodology:** (i)The study was experimental in nature and involves two groups of students, experimental and control group. To the Experimental group the textbook of IX standard Social Science were given along with some critical thinking questions to answer, the analytical and critical thinking skills were assessed. The rote memory of control group was assessed with regular technique of evaluation. (ii) The present study was focused on B.Ed. trainees. The students of Social Science Pedagogy were

divided into two groups with twenty students in each group. (iii) Two different question papers were prepared by the investigator for Social Science topic; one is open ended and the other is traditional. The data collected from both the groups were assessed. A rubric developed by the investigator was used to assess the cognitive and analytical skills developed through this experimental intervention. **Findings:** (i) The result of the study revealed the superiority of inquiry open book evaluation technique verses traditional method. By having positive effect on experimental group this technique has produced a great effect on student's thinking. So it is more psychological to view this as a highly effective learning technique which helps in the development of cognitive and analytical thinking ability. (ii) The repeated open book tests developed healthy respect for knowledge and thinking with the involvement of students in genuine issues of inquiry. The study encouraged students to develop their own rational faculties by inviting them to design the ways of overcoming the issue.

SOCIOLOGY OF EDUCATION

Khajuria, R., & Sharma, N. R. (2011). **Differences in social cohesion among teachers of senior secondary schools having high and low levels of job satisfaction.** *Journal of Educational Research and Extension*, 48(4), 7-12.

Objectives: (i) To find significant differences in social cohesion among senior secondary school teachers having high and low levels of job satisfaction. (ii) To find significant sex differences in social cohesion among teachers working in senior secondary schools. (iii) To find whether significant interaction exists between job satisfaction and sex among teachers working in senior secondary schools with social cohesion as the dependent variable.

Methodology: (i) The present research work has been carried out on a sample of 250 male and female teachers working in 31 government higher secondary schools of Jammu District employing stratified random sampling technique. (ii) The tool used for data collection was Social Cohesion Assessment Inventory prepared by the Department of Teacher Education, NCERT (1982) and Job Satisfaction Questionnaire Scale for Teachers (Form A) by Dr S K Saxena. **Findings:** (i) The F value for job satisfaction is 4.27 which are significant at 0.05 level of significance shows there is social cohesion among secondary school teachers having higher and low level of job satisfaction. (ii) Teachers with high

level of job satisfaction are more socially cohesive than the ones with lower level of job satisfaction. (iii) There is no significant sex difference in social cohesion among teachers working in senior secondary schools.

Pradhan, M., & Sarangi, D. (2011). **Wastage and stagnation at secondary stage in relation to area of last schooling, sex and caste.** *Journal of Educational Research and Extension*, 48(4), 22-47.

Objectives: (i) To assess the magnitude of wastage and stagnation in Classes –VIII, IX, X and overall secondary stage. (ii) To compare the rates of wastage and stagnation among Secondary School pupils across the variables – Area of Last Schooling (ALS), Gender and caste. (iii) To examine the association of schooling status (wastage, stagnations survival in Classes VIII, IX, X and overall secondary stage) with pupils variables such as Area of Last Schooling (ALS), gender, caste. **Methodology:** (i) A total of 74 schools were randomly selected from three districts of Orissa (Koraput, Malkangiri and Nabarangpur). (ii) ArmUsa examination results of Classes VIII-X (from 2006-2010) the researcher individually visited all the sample schools and collected the position of students with prior consultation with the Headmistress/ Principals and teachers. **Findings:** (i) The students who had their upper primary education (last schooling) in urban areas

dropped out in all the three classes- VIII, IX & X at lower rates than those who had their upper primary education in rural schools. The overall survival rate at secondary stage for the students with areas of last schooling in urban area was 48.3% and that the rural counterparts was 29.9%. (ii) The girl students showed lower wastage rates in the secondary classes as compared to the male students. (iii) The total wastage point of view in all three classes (VIII to X) of the ST students exhibited the highest dropout rate (16.7%) as compared to the SC students (13.7%) and general caste (6.6%). (iv) The overall detention was highest (65.4%) for ST students as compared to SC pupils (58.7%) and general category students (46.1%). (5) The total survival in all three years of Secondary stage, general caste students remained at the top (47.3%) followed by SC students (27.6%) and ST students at secondary stage.

Gupta, S., & Kumari, S. (2012). **Extent and causes of wastage and stagnation among primary school students with special reference to District Palwal, Haryana.** *Journal of Educational Research and Extension*, 49(4), 51-61.

Objectives: (i) To find out the actual status of wastage and stagnation among the primary school students of District Palwal, Haryana. (ii) To find out the factors responsible for wastage and stagnation among the students District Palwal, Haryana. (iii) To find out correlation between pupil's annual academic performance and daily attendance in class. (iv) To suggest feasible remedial measures in the light of findings

other study for eliminating wastage and stagnation. **Methodology:** The sample of the present study has been selected by random sampling method from the government schools of District Palwal which consisted of 100 students from class IV and V, 10 teachers and 25 parents of government school students. 3 separate questionnaires were developed for government school students, teachers and parents. Mean, percentage and Pearson's coefficient of correlation were used in analysis. **Findings:** (i) The total amount of wastage in class IV is 13.26% and the amount of stagnation was found to be 14.92%. (ii) The total amount of wastage in class V is 8.70% and the amount of stagnation was found to be 10.87%. (iii) It was found that the amount of wastage and stagnation is higher in class IV as compared to class V of government primary schools. Also, the causes of wastage and stagnation as per the views of teachers, students and parents are discussed.

Karthikeyan, P. (2014). **A comparative study between rural and urban high school students regarding the influence of extra curricular activities on academic achievement.** *Journal of Educational Research and Extension*, 51(4), 53-60.

Objectives: (i) To find out the level of extra-curricular activities among the high school students. (ii) To find out the level of academic achievement in science and other subjects among the high school students. (iii) To find out the influence of extra-curricular activities on academic achievements with respect to location of school. (iv) To find out the influence of

Extra-curricular activities and academic achievement with respect to Low and High Level of Extra-curricular Activities students.

Methodology: (i) Stratified Random Sampling Technique was followed in the study. Various schools of Vellore District were selected for the sample. The size of the sample is 862 students among which 435 Students are selected from schools located in rural areas and 427 students from schools located in urban areas. (ii) Two types of questionnaires were taken as tools for collection of data. In the first type of Extra-curricular Activities Questionnaire consists of 42 questions in five points rating scale. In the second type, Academic Achievement Questionnaire consists of 96 questions with 4 point rating scale. **Findings:** (i) Low Level Extra-curricular Activities in Total among the Students is 41.63 and is high among Citizenship Activities 46.32 and is least among Information Technology Activities 37.35. (ii) Academic Achievement in Total among the Low Level Extra-curricular Activities Students is 38.71 and is high in the Science subject 45.24 and is least in the Mathematics i.e., 33.72 whereas regarding

the subject Social Science it is 37.18. (iii) High Level Extra-curricular Activities in Total among the Students is 72.21 and is high among Citizenship Activities 76.51 and is least among the Physical Activities 66.37. (iv) The Academic Achievement in Total among the High Level Extra-curricular Activities Students is 38.42 and is high in the Science subject 42.44 and is least in the Mathematics i.e., 34.67 whereas regarding the subject Social Science it is 38.16. (v) The influence of the Arts and Citizenship Activities of Low Level Extra-curricular Activities and Physical Activities of High Level Extra-curricular Activities students of Urban Locality are more than the Rural Locality students. (vi) In both Low and High Level Extra-curricular Activities Students, the Academic Achievement in Total and in the Subjects Mathematics and Social Science among the rural students were better than the urban students whereas the Achievement in Science among the students of both Low and High Level Extra-curricular Activities irrespective of the Locality Rural or Urban were similar.

SPECIAL EDUCATION

Sangeeta., & Kumari, R. (2015). **Effectiveness of inclusive education programme at elementary school level.** *Journal of Educational Research and Extension*, 52(3), 12-18.

Objectives: (i) To examine general teachers' perception towards children with special needs. (ii) To examine the views of general teachers regarding flexibility in curriculum. (iii) To find out the barriers for general teachers on the path of Inclusive Education and how they can be removed. (iv) To find out whether minimum equipment and teaching learning material are available in school. **Methodology:** (i) Descriptive survey method to investigate effectiveness of inclusive education programme at elementary school level. (ii) 25 inclusive schools from the North- West district of Delhi were selected for sample. (iii) An interview schedule for general teachers was used for the collection of data. **Findings:** Results depicted that 90 percent teachers suggested recruitment of permanent special teachers in their schools, 35 percent teachers suggested special school environment for the education of children with special needs, 37.5 percent teachers suggested the provision of resources and equipment for the better implementation of the inclusive education programme, 62.5 percent teachers suggested training for the regular teachers so that they can handle children with disability more carefully and

12.5 percent teachers demanded a counsellor in their school to counsel the children with special needs and their parents.

Renuka, P. (2015). **Development and standardization of awareness test on hearing disability.** *Journal of Educational Research and Extension*, 52(3), 32-37.

Objectives: (i) To construct an Awareness Test on Hearing Disability. (ii) To standardize an Awareness Test on Hearing Disability. **Methodology:** (i) An Awareness Test was constructed and standardized to measure the level of Teachers' Awareness on Hearing Disability. The steps followed for its construction and standardization are (a) Planning (b) Preparation of Preliminary Form (c) Pre-try-out (d) Editing (e) Try out (Pilot Study) (f) Item Analysis (g) Preparation of Final Form (ii) Test-retest reliability coefficient of Awareness test on Hearing Disability was determined on the basis of scores of 50 randomly selected teachers. **Findings:** The Difficulty and Validity indices of all the items of the tool were high. The Coefficient of Intrinsic validity of the tool was 0.82. The developed tool has Content validity, Item validity and intrinsic validity.

Thrimurthulu, V. (2016). **Social Crisis and its Management.** *Journal of Educational Research and Extension*, Vol. 53 (3), 35-38.

Social crisis is the crisis which hampers the social life of an individual. It includes Recession, World war, Terrorism etc. Crisis

management is the application of strategies designed to help an organization to deal with a sudden and significant negative effect. The objectives of crisis management are (i) To end the crisis as soon as possible and to assure security. (ii) To demonstrate commitment or expertise (iii) To control the flow of accurate information, for pacifying the situation. (iv) to manage resources effectively. Five most important leadership traits in crisis management are (i) honesty (ii) forward looking or vision (iii) competency (iv) life-long learner and (v) inspection. The identification of threats to an organization and its stakeholders, and the methods used by the organization to deal with these threats. In order to reduce uncertainty in the event of a crisis, organizations often create a crisis management plan.

Jayanthi, N.L.N. (2016). **Reading Difficulties Diagnostic Test in English.** *Journal of Educational Research and Extension*, Vol.53(4).

Objectives:(i) To construct and validate the Reading Difficulties Diagnostic Test (RDDT). **Methodology:** The investigator

has developed Reading Difficulties Diagnostic Test suitable to identify the reading difficulties of primary school children in English based on following components; Letter Identification, Word attack, Analogues, Sound Identification, Word Recognition, Oral Reading, Rhyming Words, Comprehension, Segregate the Sounds and Cloze Test. The developed test was given to the teachers who have special training English Language Teaching with a request to review the test items and their reading difficulties. After incorporating the expert opinion, the final tool consisted of 50 objective type questions; one mark for each right answer and zero for wrong answer. Pilot testing was done on a few students with reading difficulties. **Findings:** (i) The reliability of the test was established by Split-half method. The obtained r-value of RDDT is high (0.67) indicating the reliability of the test. A team of experts examined the tool and opined that the tool RDDT has face and content validity. The intrinsic validity of RDDT is high (0.82) indicating the suitability of the test for measuring the reading difficulties of primary school students.

TEACHING LEARNING PROCESS

Pandya, S.R. (2010). **A study of the effect of co-operative learning model on the academic achievement in mathematics among students with different learning styles.** *Journal of Educational Research and Extension*, 47(1), 79-96.

Objectives: (i) To compare the pre-test scores of Academic Achievement in Mathematics of experimental and control groups. (ii) To compare the post-test scores of Academic Achievement in Mathematics of experimental and control groups. (iii) To ascertain the interactive effect of Co-operative Learning Model and the following Learning Styles of students on Academic Achievement of students in Mathematics: (a) Independent v/s dependent learning styles (b) Avoidant v/s participant learning styles (c) Competitive v/s collaborative learning styles. (iv) To compare the effect size of the treatment on the Academic Achievement in Mathematics.

Methodology: (i) The sample selected for the study consisted of 157 students from standard VIII of English medium schools situated in Greater Mumbai. (ii) The experimental and the control groups had 76 and 81 students respectively out of which 77 were boys and 80 were girls. Both the groups were found to have the same Mean Socio-Economic Status of the students. (iii) The tools used for the study were Personal Data Sheet for Students, Researcher-made Achievement Test and Learning

Style Inventory. **Findings:** (i) There is a significant effect of the Co-operative Learning Model on Academic Achievement of students. The magnitude of the effect of the treatment on Academic Achievement is maximum. (ii) Co-operative Learning Model was found to be more effective for students with predominantly Independent, Avoidant and Competitive Learning Styles respectively.

Rathod, R.R. (2010). **A study on the effectiveness of group activity and group discussion method in Chemistry.** *Journal of Educational Research and Extension*, 47(2), 62-66.

Objectives: (i) To compare the mean score of pre test of the experimental and control group taking student's pre test score as co-variate. (ii) To measure the effect of teaching method, gender and its interaction on the mean score of post test score taking student's pre test score as co-variate. (iii) To measure the effect of teaching method, achievement and its interaction on the mean score of post test score taking student's pre test score as co-variate. (iv) To study the opinions of the experimental group about group activity and group discussion method.

Methodology: (i) Randomized Pre test Post test Control group Experimental design was used in the study. (ii) The experimental group and the control group consisted of 36 students each and the researcher formed six

subgroups and each group comprised of six students. (iii) The researcher used chart, questionnaire, fixograph, reference books and self made material as research tool and achievement test and opinionnaire as data collection tool. **Findings:** (i) It was found that group discussion method and group activity is better than traditional method. (ii) There is no significant effect of teaching method, gender and its interaction on the post test score of students. (iii) There is no significant effect of teaching method, achievement and its interaction on the post test score of students. (iv) Boys and girls of experimental group have given similar opinion about the group activity and group discussion method.

Sushma, R., & Geetha, C. (2011). **Effectiveness of concept map in teaching of social studies at secondary level.** *Journal of Educational Research and Extension*, 48(1), 67-75.

Objectives: (i) To compare concept maps on the topic 'Delhi Sultanas'. (ii) To compare the gain scores of control group and experimental group in pretest. (iii) To find out whether there is significant difference in the score of the pretest and post-test of the control group. (iv) To find out whether there is significant difference between the scores of the pre-test and post-test of experimental group. (v) To compare the scores obtained by the control group and experimental group in their post test. **Methodology:** The design of the study is experimental in nature. 80 students of 9th standard student were selected from two government high school of Shimoga city

and sample was divided into two groups namely experimental (Government High School, Durgigudi) and control group (Government High School, B.H Road). The experimental group consisted of 20 male and female students who were taught 'Delhi Sultanates' by concept maps by investigator and the control group comprising 20 male and 20 female students were taught by the conventional method of teaching. **Findings:** (i) There is no significant difference between experimental and control group in the pre-test of achievement. (ii) There is no significant difference between pre-test and post-test scores of control group. (iii) Experimental group has achieved significantly higher score in the post-test of achievement, that is evidently the positive impact of concept map on achievement. (iv) Experimental and control group differ significantly in the post-test and the difference is in favour of experimental group.

Mary, J. S. J., & Thangam, R. A. (2011). **A study on errors committed in written English by the IX std students.** *Journal of Educational Research and Extension*, 48(3), 24- 36.

Objectives: (i) To find out the errors committed in written English by the IX std students in general and in the dimensions such as Spelling, Punctuation, Grammar and Handwriting. (ii) To find out whether there is any significant difference in the errors committed in written English by the IX std students in general and in different dimensions w.r.t the variables such as Gender (male/female), locality (rural/

urban) and Type of the school (govt /govt aided). (iii) To find out whether there is any significant difference in the errors committed in written English by the IX std students in general and in different dimensions w.r.t the variables such as Parental income (< Rs. 5000/5000 - 10000/ > Rs. 10000), Father's qualification (< SSLC/SSLC/ Plus 2/UG/PG) and Mother's qualification (< SSLC/SSLC/Plus 2/UG/PG). (iv) To find out whether there is any significant relationship between errors committed in written English and academic achievement by the IX Std students in general and w.r.t the variables such as Gender, Locality, Type of the school, Parental income and Parental qualification. **Methodology:** (i) Survey method was used in this study with random sampling techniques to collect data. (ii) The sample is 512, IX std students collected from 6 government schools in Thoothukudi. (iii) The tool used for the study was Error measurement tool, constructed and validated by the investigators. **Findings:** (i) Majority of the IX std students committed moderate level errors in spelling (78%), grammar (65%), handwriting (66%) whereas in punctuation majority of the students (48%) committed low level of errors. (ii) The IX Std boys, rural school students and government school students have committed more errors in written English in general than IX std girls, urban and government aided school students. There is no significant difference between errors committed by the IX Std rural and urban, government and government aided school students only in the dimension handwriting. (iii) The

parental income, mother's qualification and father's qualification have significant impact on errors committed by IX std students in written English in general and in different dimensions. It is also found there is no significant difference among the errors committed by the IX std students in punctuation w.r.t their parental monthly income. (iv) There is significant relationship between the errors committed by the IX Std students in written English and academic achievement in general and in the different variables such as gender, locality, type of school, parental monthly income and parental qualification.

Jena, A. K. (2011). **Multiple effects of spider and hierarchical maps on cooperative and individual modes of Life Science learning.** *Journal of Educational Research and Extension*, 48(3), 47-74.

Objectives: To study the multiple effects of Spider Concept Map (SCM) and Hierarchical Concept Map Approaches (HCMA) on Cooperative and individual modes of Life science learning. **Methodology:** (i) Experimental design was conducted in this study. (ii) The present study was linked with secondary level of Class VII and the researcher has taken 64 subjects as the sample of the study. Kendriya Vidyalaya, Bhubaneswar, Class VII, 34 students were randomly instructed by spider concept map approach and Jawahar Navodaya Vidyalaya, Bagudi, Balasore, Class VII, 30 students were treated by Hierarchical Concept Map Approaches. (iii) Two types of tools namely, Instructional Tools and measuring tool. Spider Concept Map and

Hierarchical Concept Map instructional strategies were used. **Findings:** (i) Concept mapping approach in cooperatively modes performs slightly better than individual modes of learning. (ii) In SCMA and HCMA groups of life science learning, both cooperative students performance was better than individual modes of learning. (iii) The 'F' value of SCMA was significant at 0.05. Similarly in both approach of SCMA and HMCA the 'F' values were significant at 0.05 levels.

Matliwala, K. (2011). **Learning mathematics in the laboratory.** *Journal of Educational Research and Extension*, 48(4), 1-6.

Objectives: (i) To compare the mean score of pre test of control group and experimental group. (ii) To compare the mean score of post test of control group and experimental group. (iii) To compares the gain scores of the students of control group and experimental group. **Methodology:** (i) Experimental method was used where the effect of teaching through traditional method and teaching in mathematics laboratory were used as independent variable and scores of the post test obtained by the students as dependent variable. (ii) In the present study investigator had used the following tools: models of different types of quadrilateral, compass box, paper, chart, geometrical instruments and evaluation test for the pre test and post test. **Findings:** (i) Both the groups were equivalent because there was no significant difference seen between the mean scores of the pre test of control group and experimental group. (ii) There

was significant difference seen between the mean scores of the post test of control group and experimental group, hence it can be said that teaching mathematics in a mathematics laboratory is more effective than the traditional method of teaching.

Bhaskar, S., & Sivakumar, P. (2012). **Efficacy of constructivist approach on science process skills learning.** *Journal of Educational Research and Extension*, 49(1), 1-9.

Objectives: (i) To prepare the lessons based on constructivist approach for selected units in science for class IX. (ii) To study the effectiveness of constructivist approach for acquiring science process skills. (iii) To find out whether there is any significant difference between boys and girls in acquisition of science process skills. (iv) To study the reaction of students towards constructivist approach. **Methodology:** The study was experimental in nature, where in both control and experimental groups were employed. The 65 students were identified based on age and achievement marks and assigned to both groups by random method - 33 students for control group and 32 students for experimental group. The science process skills test for assessing the extent of acquisition of science process skills and reaction scale were adopted for this study. Statistical technique used - standard deviation and t-test. **Findings:** (i) There is a significant change is observed between the post- test scores of experimental and control groups. The experimental group taught through constructivist approach performed better than the control group

in science process skill test. (ii) There is a significant difference between boys and girls in their acquisition of science process skills among the students of experimental group. (iii) There is a significant difference between pre and post test measures of experimental group. (iv) It is inferred that there is no significant difference in the measures of pre and post test scores of control group. (v) There is a significant relationship between reaction towards constructivist approach and science process skill.

Chinnappan, M. (2013). **Teaching of history through folk style of singing and dancing at the sixth standard level - An impact study.** *Journal of Educational Research and Extension*, 50(1), 46-56.

Objectives: (i) To find out the effectiveness of teaching of history folk style of singing and dancing at the sixth standard level. (ii) To find out the attitude of the students towards the strategy of teaching of history folk style of singing and dancing at the sixth standard level. **Methodology:** Experimental study was conducted for this study. 82 sixth standard students were selected through cluster sampling technique and divided into two groups. Achievement test and attitude scale were constructed and validated by the investigator. **Findings:** Teaching of history folk style of singing and dancing is more effective than the ALM at the sixth standard level. The strategy of teaching of history through folk style of singing and dancing is liked very much by the students and their attitude towards the strategy is very positive.

Selvan, T. T., & Babu, R. (2014). **Effectiveness of blended teaching of Tamil subject among high school students.** *Journal of Educational Research and Extension*, 51(1), 32-38.

Objectives: i) To find out the level of achievement of control group students in Tamil subject. ii) To find out the level of achievement of experimental group students in Tamil subject. iii) To find out the effectiveness of bended method of teaching Tamil subject. **Methodology:** The investigator applied experimental research. The samples were collected from 60 students of Cuddalore district. Experimental and control group consists 30 students each. The tool used for the present study was (i) Achievement in Tamil and (ii) Multimedia package on Tamil subject. **Findings:** (i) Control group students differ significantly in their pre test and post test achievement score in Tamil subject. It is inferred that there is a gain in the post test performance. It is due to exposure gained in their pre test and time. (ii) The experimental group students differ significantly in their pre test and post test score. Achievement in Tamil subject of experimental group students is more in their post test. It is inferred that there is a gain score in the post test. It is due to the treatment given to the respective group. (iii) The control and experimental group differ significantly. It is inferred that the experimental group is better than the control group. These students get the effective teaching by means of both traditional and new method (Multimedia

approach). Nowadays blended method is more suits to language and Subjects like Mathematics and Physics.

Nair, S. N. (2015). **Analysis of the effectiveness of graphic organizer on the academic achievement of students having varied learning styles.** *Journal of Educational Research and Extension*, 52(2), 21-29.

Objectives: (i) To identify the learning styles based on the sensory modalities of students selected for the study. (ii) To identify the effectiveness of Graphic Organizer on Visual students. (iii) To identify the effectiveness of Graphic Organizer on Auditory students. (iv) To identify the effectiveness of Graphic Organizer on Kinesthetic students. **Methodology:** (i) a mixed method of research design, incorporating both quantitative and qualitative data collection and analysis was used. (ii) 165 Secondary school students from four schools belong to three districts of Kerala were selected as experimental and control groups. (iii) Tools employed for the study were Learning style inventory, Lesson designs based on Graphic Organizer, Test on Academic achievement. **Findings:** (i) The study reveals that organizers activate and engage learners in the instructional process and enable them to capture and focus their attention in an exciting way. (ii) Conceptual and strategic essence of lesson becomes more evident through excellent tools which assist the learners in sorting, organizing, and arranging ideas in a clear pattern. (iii) Graphic organizers create a powerful synergy, which has been

highly recommended towards creating expert learners in the classrooms.

Jayanthi, N.L.N. (2015). **Rudimentary learning difficulties of primary school children.** *Journal of Educational Research and Extension*, 52(3), 25-31.

Objectives: (i) To find out the percentage of primary school students with rudimentary learning difficulties. (ii) To find out the level of rudimentary learning difficulties of primary school children in reading, arithmetic and comprehension with respect to a) Sex b) Birth Order c) Location of the School d) Type of Management e) Type of Family f) Parents Education and g) Medium of Instruction. (iii) To find out whether there is any significant difference between the rudimentary learning difficulties of primary school children with respect to a) Sex b) Birth Order c) Location of the School d) Type of Management e) Type of Family f) Parents Education and g) Medium of Instruction. **Methodology:** (i) Normative Survey method has been used in the present study. (ii) Based on random sampling technique, 1000 primary school children studying in various primary schools of Cuddalore district have been selected as sample for conducting this study. **Findings:** (i) The rudimentary learning difficulties of male students are higher than the female students. (ii) The rudimentary learning difficulties of students who are first born is higher than the rudimentary learning difficulties of students who are second born. (iii) The rudimentary learning difficulties of students with rural background are higher than the rudimentary learning difficulties

of students with urban background. (iv) The rudimentary learning difficulties of students studying in government schools are higher than the rudimentary learning difficulties of students studying in private schools. (v) The rudimentary learning difficulties of students from nuclear family are higher than the rudimentary learning difficulties of students from joint family. (vi) The rudimentary learning difficulties of students studying in English medium are higher than the rudimentary learning difficulties of students studying in Tamil medium.

Smitha, J.M. (2016). **Analyzing the different aspects of Teaching Hindi Grammar at Secondary Level.** *Journal of Educational Research and Extension*, Vol. 53 (3), 28-34.

Objectives: To collect the views of secondary school teachers in Hindi language regarding the different aspects of teaching

Hindi grammar at secondary school level.

Methodology: (i) Survey method was adopted for the study. (ii) A questionnaire consisting different aspect regarding teaching Hindi grammar was administered to twenty five secondary school teachers.

Findings: (i) Rating of secondary school teachers regarding the ways of imparting information in Hindi grammar revealed that 55% of the teachers used separate time for teaching Hindi grammar. (ii) 70% of the teachers reported that they used deductive methods for teaching grammar at great extent dimension (iii) 80% of the teachers were not aware of the latest developments regarding the use of new methods of teaching grammar. (iv) rating of teachers regarding the extent use of cognitive aspects in the method for teaching Hindi evident that innovative learner centered methods should be adopted for teaching Hindi grammar.

TEACHING PROFESSION

Puri, S., & Gakhar, S. C. (2009). **Certain cognitive and non- cognitive variables as predictors of teacher effectiveness of teacher educators.** *Journal of Educational Research and Extension*, 46(4), 1-12.

Objectives: To find the differential and con-joint predictive efficiency of cognitive variables such as general ability, emotional intelligence and problem solving ability and non- cognitive variables i.e., teachers attitude towards teaching and teachers occupational stress and teachers adjustment in predicting the teaching effectiveness of teacher educators of college of education.

Methodology: Descriptive survey method of investigation was employed. The sample comprised of 200 teachers of College of Education affiliated to Punjab University, Chandigarh from 5 districts of Punjab were collected based upon Random Sampling technique. The tools used for the study are: Teacher Effectiveness scale, General Mental Ability test (Tandon, 1990), Emotional intelligence scale (Hyde et al., 2002), Problem solving ability test (Rajnish, 1998), Teachers adjustment inventory (Mangal 2000), Teacher attitude towards teaching (Gakhar and Rajnish 2002), Occupational Stress Index (Srivastava and Singh, 1994). The statistical technique employed in this study is “Technique of step- up regression equation”. **Findings:** (i) Emotional intelligence contributed 7.70% of variance in predicting the criterion variable of teacher

effectiveness. Emotional intelligence was found to be a good predictor of teacher effectiveness. Also the same result supports that there is a significant correlation between the emotional intelligence and teacher effectiveness at 0.01 level. (ii) Teacher attitude towards teaching contributed 2.0% of variance in predicting the criterion variable of teacher effectiveness. Teacher attitude towards teaching was found to be a good predictor of teacher effectiveness. Also the same result supports that there is a significant correlation between the emotional intelligence and teacher effectiveness at 0.01 level. (iii) The other cognitive and non-cognitive variable is found to be insignificant. Hence, they are not good predictors of teacher effectiveness.

Musthafa, M. A., & Noushad, P.P. (2010). **Effect of goal orientation on academic achievement of prospective pre-service teachers.** *Journal of Educational Research and Extension*, 47(1), 01-10.

Objectives: (i) To determine whether prospective pre-service teachers who identified themselves as having a multiple goal orientation (those who endorsed both mastery and performance-approach goals) outperformed their peers who identified themselves as having a single goal approach (those who endorsed only mastery goals or only performance-approach goals).

Methodology: (i) The participants were undergraduate pre-service teacher students,

drawn from pre-service teachers studying in University of Calicut (N=296). (ii) Samples were drawn from various optional subjects of the B.Ed. programme. Out of the total sample, 257 were female and 39 were male teacher students. (iii) The age range of the participants was 21 to 29. (iv) The tool used for the study was Motivation Strategies for Learning Questionnaire (MSLQ; Pintrich, Smith, Garcia, & Mckachie, 1991), a two part questionnaire designed to assess college students' motivational orientations and learning strategies for a particular college course. **Findings:** (i) The study revealed that 30% of the students have high mastery/ low performance-approach (multiple goal orientation), 24% of the students have high mastery/ high performance-approach (mastery orientation), 21% of the students have low mastery/ high performance-approach (performance-approach orientation) and 25% of the students have low mastery/ low performance-approach. (ii) The mastery goal group achieved higher course grades than the performance-approach goal group. (iii) There was no significance difference between the mastery/performance-approach goal orientations and the mastery goal orientations with respect to course scores.

Sibichen, K.K., & Annaraja, P. (2010). **Critical thinking and decision making skill in teaching: A paradigm shift.** *Journal of Educational Research and Extension*, 47(1), 29-40.

Objectives: (i) To find out the level of critical thinking and decision making

skill of the secondary teacher education students. (ii) To find out whether there is any significant difference between male and female secondary teacher education students in their critical thinking and decision making skills. (iii) To find out whether there is any significant difference between graduate and post graduate secondary teacher education students in their critical thinking and decision making skills. (iv) To find out whether there is any significant difference among English, social science, mathematics, natural science and physical science secondary teacher education students in their critical thinking and decision making skills. **Methodology:** (i) The investigator used stratified random sampling technique for selecting the sample. The sample of the study consist of 75 secondary teacher education students studying in the B.Ed. colleges affiliated to Mahatma Gandhi University, Kottayam. (ii) Survey method was used to collect data using the tool 'Thinking Skill Assessment Scale' developed by the investigator. **Findings:** (i) 13.3% of the secondary teacher education students have low, 73.3% of them have moderate and 13.3% of them have high level of critical thinking. (ii) There is no significant difference between male and female secondary teacher education students in their critical thinking and decision making skill. (iii) There is significant difference between graduate and post graduate secondary teacher education students in their critical thinking and decision making skill. The mean scores of post graduate secondary teacher education students is

higher than that of graduate secondary teacher education students. (iv) There is no significant difference among English, social science, mathematics, natural science and physical science secondary teacher education students in their critical thinking and decision making skills.

Ponni, V. (2011). **A study on the emotional intelligence of the secondary school teachers towards teaching profession.** *Journal of Educational Research and Extension*, 48(1), 13-24.

Objectives: (i) To find out the distribution of emotional intelligence among the selected Secondary School teachers of Chennai City, Total sample wise. (ii) To find out the difference in emotional intelligence of the selected secondary school teachers based on age, gender, educational qualification, types of school and years of experience. **Methodology:** (i) Survey method was used for this study. (ii) 705 secondary school teachers handling 9th and 10th classes alone between the age group of 21 to 30, 31 to 40, 41 to 50 and 51 to 58 years belonging to government, government-aided, corporation, anglo-indian, CBSE and matriculation types of school randomly selected from Chennai city formed the sample. (iii) Tool used – A structured questionnaire called Emotional Intelligence Test developed by Dr.N.K.Chadha, Psychologist, University of Delhi. **Findings:** (i) Majority of secondary school teachers (64.1%) belong to middle emotional intelligence group. (ii) The mean value of secondary school teachers in the age group of 21 to 30 years

and 31 to 40 years is more than the older secondary school teachers, which means that younger secondary school teachers are more emotionally intelligent than the older secondary school teachers. (iii) Male and female secondary school teachers' do not differ significantly in their emotional intelligence. (iv) There is significant difference in the emotional intelligence of the secondary school teachers belonging to different types of school. (v) The results of the study contradict the normally expected fact that the years of teaching experience would increase the emotional intelligence of teachers.

Rathod, R. (2011). **A study of the awareness among M.Ed Students regarding research.** *Journal of Educational Research and Extension*, 48(1), 62-66.

Objectives: (i) Is the M.Ed student aware about research? (ii) What are the difficulties experienced while informing the students about research? (iii) Is there any difference between the opinion of boys and girls about research methodology? **Methodology:** All the M.Ed. students of education department of all the universities of Gujarat were the population of the study and convenient sampling technique were employed. **Findings:** (i) According to M.Ed. students, they were agree with, research is a logical process (90.63%), research increase the knowledge (87.5%), research proposal is a preplanning of research work (96.87%), teacher can change and improve teaching learning process by action research (96.87%). (ii) Lack of time because of semester system for student as well as to complete the curriculum.

(iii) Significant difference between the opinion of the boys and girls of M.Ed. in universities of Gujarat.

Paleeri, S. (2011). **Attitude of high school teachers towards implementing sex education for high school students.** *Journal of Educational Research and Extension*, 48(2), 37-45.

Objectives: (i) To find out whether high school teachers attitude towards implementing sex education for high school students favourable or unfavourable. (ii) To find out whether significant difference exists for high school students between comparable groups of high school teachers categorized on the basis of sex, locale and experience. **Methodology:** (i) Sample for the present study comprised 250 high school teachers working in different government schools and aided schools of Kozhikode, Malappuram and Palakkad districts of Kerala state. (ii) Stratified sampling was the technique used for the sample selection. (iii) Tools used: Scale of attitude towards implementing sex education for high school students and Personal Data Sheet were used to collect information. **Findings:** (i) There is no locale difference in high school teachers' attitude towards implementing sex education to their students. (ii) The high mean scores for the male teachers' shows that they are having favorable attitude than female teachers towards implementing sex education for high school students. (iii) In the comparison between the mean scores of teachers with 10 years of experience and above 10years of experience shows that the difference in the mean score for attitude

towards implementing sex education for high education for high school students for these two groups is not significant.

Kaur, R., Ranu, S. K., & Kaur, S. (2012). **Professional commitment of teachers in relation to their life satisfaction.** *Journal of Educational Research and Extension*, 49(1), 31-40.

Objectives: (i) To find out the relationship between life satisfaction and Professional commitment of teachers. (ii) To ascertain the impact of life satisfaction on professional commitment of secondary school teachers. **Methodology:** Exploratory descriptive survey method has been employed in this study. The samples are 600 secondary school teachers (247 male and 353 female teachers) drawn from 40 secondary schools of four districts of Punjab state by randomly. The following tools were used for collection of the data. (i) Professional commitment scale for teachers (constructed and standardized by the investigator). (ii) Life Satisfaction Scale (Singh and Joseph, 2005). Statistical technique used -standard deviation and product moment correlation and one-way ANOVA. **Findings:** (i) Coefficient of correlation between life satisfaction and professional commitment as a whole is 0.19, it is significant at 0.01 level of confidence. Significant and positive relationship was also found between various dimensions of professional commitment and life satisfaction. (ii) There is a significant difference in the professional commitment of teachers with high, average and low level of life satisfaction as the F-value (6.13) obtained after comparing the

groups of teachers with varying levels of life satisfaction was significant at 0.01 level of confidence.

Krishnakumari, R. (2012). **Occupational stress among the heads of higher secondary schools.** *Journal of Educational Research and Extension*, 49(2), 8-14.

Objectives: (i) To find out the level of occupational stress among the higher secondary school principals with respect to total sample based on gender. (ii) To find out whether there exist significant difference between the mean scores of occupational stress of male and female principles. (iii) To find out the significant difference, based on the different dimensions of occupational stress (such as related to personal reasons, related to School administration and related to academic matters) among the total sample.

Methodology: The survey method was used for this study. The samples of the study was the school principals and size of the sample is totally 40 it comprised of 20 male and 20 female by using the stratified sampling technique with gender, type of management and locale of the school. An inventory on occupational stress covering the different dimensions (such as personal, Administrative and academic) of stress was prepared by investigator. Statistical technique used - standard deviation and t-test. **Findings:** (i) 25% of the total sample was highly stressors and 5 % were mild stressors 70 % of the total sample were moderately stressors. (ii) 15 % of the male principals were highly stressors and 5 % were mild stressors. 80 % of the males

have moderately stressors. (iii) 40% of the female principles were highly stressors and 25% were low stressors. 35% of the females were moderately stressors. (iv) There exists significant difference between the mean score of occupational stress of male and females have more occupational stress than the males. (v) There exists significant difference among the 3 dimensions of occupational stress with respect to the total sample. (vi) There is no significant difference between the mean scores of occupational stress based on the Administrative and academic dimensions with respect to the total sample.

Devakarunyam, N. P., & Devanesam, J. T. (2012). **Perception of teachers about Activity Based Learning (ABL) method.** *Journal of Educational Research and Extension*, 49(2), 43-62.

Objectives: 1. To find out whether there is any significant difference between the Aided, Corporation and Government school teachers regarding their perception about (i) ABL method (ii) the advantages of ABL method (iii) organizing ABL method (iv) the class room environment in ABL method. (v) Students participation in ABL method. 2. To find out whether there is any significant difference between the teachers with different years of teaching experience regarding their perception about (i) ABL method (ii) the advantages of ABL method (iii) organizing ABL method (iv) The class room environment in ABL method (v) Students participation in ABL method. 3. To find out whether there is any significant difference between

the teachers with different years of experience in using ABL method regarding their perception about (i) ABL method (ii) The advantages of ABL method (iii) organizing ABL method (iv) The class room environment in ABL method (v) Students participation in ABL method.

Methodology: Survey method was adopted for the study. The samples of the study are 135 teachers working in primary school in which 30 Government school teachers, 45 Corporation school teachers and 60 Aided school teachers were chosen for the study. The stratified random sampling technique has used. Five point perception scale has used for the tool it consists of 60 items. Statistical techniques used t-test and F-test

Findings: (i) There is no significant difference between the Aided, Corporation and Government school teachers regarding their perception about (a) ABL method (b) the advantages of ABL method (c) organizing ABL method (d) the class room environment in ABL method (e) Students participation in ABL method. (ii) There is no significant difference between the teachers with different years of teaching experience regarding their perception about (a) ABL method (b) the advantages of ABL method (c) organizing ABL method (d) The class room environment in ABL method (e) Students participation in ABL method. (iii) There is no significant difference between the teachers with different years of experience in using ABL method regarding their perception about (a) ABL method (b) the advantages of ABL method (c) organizing ABL method (d) Students

participation in ABL method. (iv) There is a significant difference between the teachers with different years of experience in using ABL method regarding their perception about the class room environment in ABL method.

Suryalatha, A., & Indhumathi, M. (2012). **Stress among school teachers.** *Journal of Educational Research and Extension*, 49(2), 63-68.

Objectives: (i) To assess the level of stress among school teachers. (ii) To find out the significance difference on stress level with their gender, age, teaching experience, type of school and level of teaching.

Methodology: Survey method has adopted for this study. The samples of the study are the teachers working in schools Tirupattur in Vellore district. The sizes of the sample are 360 school teachers from Government, Aided and Matriculation by using simple Random Sampling Technique. The following tools used for data collection- Stress Inventory (Natesan and Menon, 2004) and personal data sheet. Statistical Technique used t-test.

Findings: (i) The stress level of the selected teachers, majority of them (100 male and 101 female teachers) were in high category of stress level. Thirty two male and twenty nine female teachers were having very high level of stress and twenty six male and twenty nine female teachers were having moderate level of stress. (ii) There is no significant difference between level of stress and gender. (iii) There is a significant difference between level of stress and types of school. (iv) There is a significant

difference between level of stress and level of teaching. (v) There is no significant difference between level of stress and teaching experience.

Suresh, K. (2013). **Leader behaviour of professors working in arts and science colleges.** *Journal of Educational Research and Extension*, 50(3), 37-43.

Objectives: (i) Does the leader behaviour of the professors working in Arts and Science colleges high? (ii) Is there any significant difference in leader behaviour with regard to their moderator variables such as Gender, Locality, Type of Management, Department, Age, Religion and Years of experience? **Methodology:**

(i) The investigator has randomly selected the sample of 316 professors those who are working in Arts and Science colleges in Thanjavur District, Tamilnadu, India. (ii) The investigator has used the Descriptive method with normative survey technique for collecting data. **Findings:**

(i) The Leader behavior of the professors working in Arts and Science colleges is high. (ii) There is a significant difference in Leader behavior of professors working in Arts and Science Colleges with regard to their Gender. (iii) There is no significant difference in Leader behavior of professors working in arts and science colleges with regard to their Departments. (iv) There is a significance difference in Leader behavior of professors working in arts and science colleges with regard to their locality of colleges. (v) There is a significance

difference in Leader behavior of professors working in arts and science colleges with regard to their Age. (vi) There is a significant difference in leader behaviour between Hindu and Muslim professors. (vii) There is a significant difference in leader behaviour between Hindu and Christian professors. (viii) There is no significant difference in leader behaviour between Muslim and Christian professors. (ix) There is no significance difference in Leader behavior of professors working in arts and science colleges with regard to their type of Management. (x) There is a significant difference in leader behaviour between 0-5 and 6-10 years experienced Professors. (xi) There is a significant difference in leader behaviour between 0-5 and above 10 years experienced Professors. (xii) There is a significant difference in leader behaviour between 6-10 and above 10 years experienced Professors.

Daniel, Y., & Alexander, T. D. (2014). **Science teaching competency of primary school teachers in their relation to their self-efficacy.** *Journal of Educational Research and Extension*, 51(1), 45-56.

Objectives: To study the level of science teaching competency and self-efficacy of the primary school teachers. ii) To find out the significant difference if any, in science teaching competency and its dimensions of primary school teachers with reference to Gender, Locality of the school and marital status. iii) To find out the significant difference, if any, in self-efficacy of primary

school teachers with reference to Gender, Locality of the school and Marital status. iv) To find out the significant relationship between science teaching competency and self- efficacy of primary school teachers with reference to Gender and Locality of the school. **Methodology:** The survey method was found suitable for this investigation. The investigator randomly selected 79 schools in Tenkasi educational district in Tirunelveli. The sample consists of 210 primary school teachers. Standardized tool i) Science teaching competency by Dr. P. Annaraja and V. L. Dorothy Rani and ii) Self efficacy scale for the teachers by Megan- Tschannen- Morgan and Anita Woolfolk Hoy was used. **Findings:** The level of science teaching competency of primary school teachers with reference to Gender, Locality of the school and marital status is average. ii) The level of self- efficacy of primary school teachers with reference to Gender, Locality of the school and marital status is average. iii) a) There is no significant difference between male and female primary school teachers in their science teaching competency – arousing interest in science and providing scientific experience with reference to Gender. b) There is a significant difference between male and female primary school teachers in their science teaching competency – developing scientific attitude, exposing science through nature, updating scientific knowledge and total science teaching competency with reference to gender.

iv) There is no significant difference between rural and urban school primary teachers in their science teaching competency – arousing interest in science and providing scientific experience, developing scientific attitude, exposing science through nature, updating scientific knowledge and total science teaching competency with reference to Locality of school. v) a) There is no significant difference in science teaching competency and its dimension between primary school teachers – arousing interest in science and providing scientific experience with reference to marital status. b) There is no significant difference in science teaching competency and its dimension between primary school teachers developing scientific attitude, exposing science through nature, updating scientific knowledge and total science teaching competency with reference to marital status. vi) There is no significant difference in self- efficacy and its dimensions of primary school teachers with reference to gender and locality of the school. vii) There is a significant difference in self- efficacy and its dimensions of primary school teachers – efficacy in student engagement, efficacy in instructional strategies, efficacy in classroom management and total self efficacy with reference to marital status. vii) There is a significant relationship between science teaching competency and self- efficacy of primary school teachers with reference to gender and Locality of the school.

Pereira, C., & George, J. (2013). **Teaching Aptitude of Student Teachers in Primary Teacher Education Institutions.** *Journal of Educational Research and Extension*, 50(3), 10-13.

Objectives: (i) To assess the teaching aptitude of student teachers in primary teacher education institutions. (ii) To compare the teaching aptitude of student teachers based on domicile (iii) To compare the teaching aptitude of student teachers based on type of management of institution.

Methodology: The present investigation is meant to study the teaching aptitude of student teachers undergoing teacher training at primary teacher education institutions. Normative survey method was adopted for the conduct of the present study. The sample consisted of 180 second year student teachers randomly selected from six TTIs in Ernakulam revenue district of Kerala. In order to collect the required data for the study the Malayalam translation of the Teaching Aptitude Test Battery (TATB), prepared by Singh and Sharma (1997), with necessary modification was employed. The TATB consisted of five subtests related to the areas - mental ability, attitude towards children, adaptability, professional information, and interest in profession. The TATB was administered to the selected sample and the total scores obtained by the respondents were considered to realize the objectives. The analysis of data was carried out employing appropriate statistical techniques. **Findings:** The student teachers are supposed to possess high teaching aptitude, without which they will not be

able to discharge their duties efficiently as teachers in future. The present study reveals that the level of teaching aptitude is normally distributed among the sample instead of a highly negatively skewed distribution as expected generally from student teachers.

Devakarunyam, N. P & Mary, J. C. (2013). **Perception of teachers about teacher eligibility test (TET).** *Journal of Educational Research and Extension*, 50(3), 51-57.

Objectives: (i) To study the perception of teachers about Teacher Eligibility Test. (ii) To find out whether there is any significant relationship between teachers' perception about Teacher Eligibility Test and their gender, teacher training programme, qualification, employment status and their appearance of TET. **Methodology:** As survey method is one of the best methods to collect primary data from a large group, the authors have chosen survey method for this study. Convenience sampling technique was used to select the sample and the size of the diploma and graduate teachers of different schools. **Findings:** (i) Female teachers' perception is relatively higher than that of male teachers' perception about TET. (ii) Diploma teachers' perception is relatively higher than graduate teachers' perception about TET. (iii) Qualification is not one of the factors that determine the perception of teachers about TET. (iv) Employment status of the teachers does not influence their perception about TET.

Datta, K., & Guha, A. (2014). **A study on the attitude of special educators towards overcoming the problems of inclusive education and their job satisfaction.** *Journal of Educational Research and Extension*, 51(4), 20-31.

Objectives: (i) To study the problems faced by special educators in the field of inclusive education. (ii) To study the attitude of special educators to overcome the problems present in the field of special education. (iii) To find out if there is any significance difference in attitude and job satisfaction with relation to their gender and experience in the job. (iv) To study if there is any relation between attitude and job-satisfaction of special educators.

Methodology: (i) 51 special educators working under SSA in Howrah and Hooghly district were selected randomly as sample for this particular study. (ii) An open-ended questionnaire was constructed for feedback from special educators for identifying the problems prevailing in the field of inclusive education in West Bengal. This open ended questionnaire helped to generate items for item-pool. (iii) Problem Overcoming Attitude Scale for Special Educators (POASSE) was constructed by the researchers for measuring special educators' attitude to overcome the problems of inclusive education. (iv) Job Satisfaction Scale for Special Educators (JSSSE) was constructed by the researchers. **Findings:** (i) Results of the study clearly suggests that factors like gender and experience does not have any significant effect on job satisfaction of special educators and their

attitude to face the problems at hand in the field of inclusive education. (ii) Positive correlation between attitude to overcome problems and job satisfaction indicates that special educators can be satisfied with their job only if they deal with the problems faced with a positive attitude. (iii) The problems faced by special educators in the present inclusive setup of education programme in West Bengal are mainly concerned with hostile working environment, an adequate salary, irregular supply of resources and relationship with the higher authority and colleagues.

Indumati, & Bharambe, T. (2014). **Opinion of the B.Ed teacher trainees towards life skills education.** *Journal of Educational Research and Extension*, 51(4), 69-75.

Objectives: (i) To measure the level of opinion towards Life Skill Education among the teacher trainees. (ii) To find out the significant difference between mean values of opinion towards Life Skill Education among Men & Women and Science & Arts group teacher trainees. **Methodology:** (i) The main aim of the study was to measure the level of opinion towards Life Skill Education among the teacher trainees, so survey method was used. (ii) The opinionnaire was administered on teacher trainees in the selected Colleges of Education located in Jalgaon District. (ii) Investigator constructed a tool on the opinion of teacher trainees towards Life Skill Education consisting 30 items with three point scale such as 'Agree', 'Unable to Say' and 'Disagree'. (iii) Investigator randomly selected three Colleges of

Education from Jalgaon District. (iv) The sample consisted of 200 teacher trainees from whom data were collected. **Findings:** (i) Significant positive opinion was seen among the teacher trainees towards life skills education. (ii) The Science faculty teacher trainees show high positive opinion towards life skills education than Arts faculty teacher trainees. (iii) The female teacher trainees show high positive opinion towards life skills education than male teacher trainees.

Parthiban, V., & Vakkil, M. (2015). **Awareness on performing arts Therukoothu (street play) among student teachers in Namakkal district.** *Journal of Educational Research and Extension*, 52(2), 1-6.

Objectives: (i) To find out the level of awareness on performing arts Therukoothu towards B.Ed., student teachers. (ii) To find out any significant difference in awareness of performing arts Therukoothu towards student teachers with respect to their demographic variables such as gender, locality of students, type of the college, stream of study and educational qualification. **Methodology:** (i) Survey method was adopted to collect the data, since the study is descriptive in nature. (ii) The Therukoothu awareness identifying questionnaire was developed by the researcher and validated through pilot study and the Cronbach alpha reliability of the questionnaire was found to be 0.87. **Findings:** (i) The B.Ed., student teachers have above average of awareness on performing arts Therukoothu in Namakkal

district of Tamilnadu. (ii) The gender wise, locality of students wise and type of college wise analysis indicated that there is no significant difference in awareness on performing arts Therukoothu among B.Ed. student teachers in Namakkal district. (iii) The stream of study wise and educational qualification wise analysis revealed that there is significant difference in awareness on performing arts Therukoothu among B.Ed. student teachers in Namakkal district of Tamilnadu.

Boda, S. R., & Meesala, S. (2015). **Work orientation of secondary school teachers in relation to their mental health.** *Journal of Educational Research and Extension*, 52(2), 30-38.

Objectives: (i) To study the influence of the variables Locality, Type of management and No. of orientation programmes attended, on the relationship between the achievement orientation and mental health of secondary school teachers. (ii) To study the influence of the variables Locality, Type of management and No. of orientation programmes attended on the relationship between the affiliation orientation and mental health of secondary school teachers. **Methodology:** (i) Simple random sampling technique for selecting a sample of 530 secondary school teachers from 39 schools in Visakhapatnam District of Andhra Pradesh state. (ii) Work-Orientation Inventory (W.O.I) developed by Indiresan (1986) was used to measure the work orientation of teacher educators. (iii) The test - retest method was used by R. K. Mohanty (1990) to find out its

reliability. The coefficient of correlation was found to be 0.78. **Findings:** (i) Locality, type of management, and number of orientation programmes attended of the secondary school teachers do not make a significant influence on the relationship between achievement orientation and mental health. (ii) Locality, type of management, and number of orientation programmes attended of the secondary school teachers do not make a significant influence on the relationship between affiliation orientation and mental health.

Gnanasoundari, T.M. (2015). **ICT usage and teacher effectiveness of the teacher educators in relation to their qualification and working in govt. and private institutions.** *Journal of Educational Research and Extension*, 52(3), 1-5.

Objectives: (i) To study if there is any significant difference in the usage of ICT among Teacher Educators based on their qualification. (ii) To study if there is any significant difference in the usage of ICT between the Teacher Educators working in Government and Private Institutions. (iii) To study if there is any significant difference in Teacher Effectiveness based on the Teacher Educators qualification. (iv) To study if there is any significant difference in Teacher Effectiveness between the Teacher Educators working in Government and Private Institutions. **Methodology:** (i) The study was conducted with a sample of 300 Teacher Educators in Chennai. (ii) The study was conducted through normative survey method. (iii) The teacher effectiveness

tool developed by Rajeshkumar. M & Krishnakumar. R was used. **Findings:** (i) There is no significant difference in the usage of ICT among Teacher Educators based on their qualification. (ii) There is no significant difference in the usage of ICT between the Teacher Educators working in Government and Private Institutions. (iii) There is no significant difference in Teacher effectiveness among Teacher Educators based on their qualification. (iv) There is no significant difference in Teacher Effectiveness between the Teacher Educators working in Government and Private Institutions.

Manoharan, V., & Pazhanivelu, G. (2015). **Awareness among the prospective teachers towards the salient features of Right of Children to Free and Compulsory Education (RTE) Act.** *Journal of Educational Research and Extension*, 52(3), 6-11.

Objectives: (i) To find out the level of awareness among the prospective teachers towards the salient features of RTE Act with respect to their Gender, Age, locality, Academic stream in the Under Graduation and Annual income of the family. (ii) To find out the significant difference in their level of awareness among the prospective teachers towards the salient features of RTE Act with respect to their Gender, Age, locality, Academic stream in the Under Graduation and Annual income of the family. **Methodology:** (i) Survey method was employed in the present descriptive study. (ii) Stratified random sampling

technique was used, 30 prospective teachers were selected on simple random sampling technique. **Findings:** (i) The majority of the prospective teachers i.e. 67 percent have low level of awareness. The remaining 33 percentages of them have average level of awareness. (ii) The prospective teachers do not differ in their level of awareness towards the salient features of RTE Act with respect to their Gender, Age, locality, Academic stream in their Under Graduation and annual income of their family.

Charankmar, V. (2015). **A study of pedagogical competency of prospective mathematics teachers in relation to their attitude towards teaching of mathematics.** *Journal of Educational Research and Extension*, 52(4), 11-19.

Objectives: (i) To study the relationship between Pedagogical Competency and Attitude towards teaching of Mathematics. (ii) To study the difference if any in the following variables of the Pedagogical Competency and attitude towards teaching of Mathematics Prospective Teachers (a) Sex (b) Academic qualifications (c) Maths graduate (d) Mode of admission (e) Social Status. **Methodology:** (i) The study was conducted with a sample of 26 Mathematics prospective Mathematics Teachers studied in Visakhapatnam Municipal Corporation and drawn from 7 B.Ed colleges (ii) The study was conducted through normative survey method. (iii) The researcher used the following two tools for collection of data; (a) Attitude towards teaching of Mathematics Scale (b) Description of the Pedagogical Competency Test. **Findings:** (i) There is a

significant correlation between Pedagogical Competency and Attitude towards teaching of Mathematics Prospective Mathematics teachers. (ii) Sex, Academic qualifications (Graduate and Post graduate), Arts and Commerce, Mode of admission and Social status of the prospective Mathematics teachers do not have any significant difference in their Pedagogical Competency in Mathematics. (iii) The educational qualifications of prospective Mathematics teachers have a significant difference in their Attitude towards teaching of Mathematics, Postgraduate Prospective Mathematics teachers have high mean value (109.4) than their counter parts. (iv) Sex, Arts and Maths graduate, Mode of admission and Social status of the Prospective Mathematics teachers do not have any significant difference in their Attitude towards teaching Mathematics.

Balakrishnan, V., & Anbuthasan, A. (2016). **A study of soft skills of teachers in relation to subject of study, teaching experience and marital status.** *Journal of Educational Research and Extension*, 53(1), 1-8.

Objectives: (i) To find out if there is any significant difference among the teachers teaching different subjects in their soft skills. (ii) To find out if there is any significant difference between teachers with teaching experience of below 10 years of experience and above 10 years of experience in their soft skills. (iii) To find out if there is any significant difference between married and unmarried teachers in their soft skills. **Methodology:** (i) The study was conducted

with normative survey method and the random sampling of 600 teachers working in three districts of Tamil Nadu taken for sample. **Findings:** (i) There is no significant difference among the teachers teaching different subjects in their soft skills. (ii) The school teachers with below the 10 years of teaching experience are having significantly higher level of Written communication, Computer, Stress Management, Organizing, Leadership, Team building and Ethical skills as compared to their counterparts with above 10 years of experience. (iii) There is a significant difference between married and unmarried teachers in their overall soft skills.

Naidu, S. K. (2016). **A study of the stress of B.Ed. prospective teachers.** *Journal of Educational Research and Extension*, 53(1), 15-22.

Objectives: (i) To study the levels of stress experienced by B.Ed. prospective teachers. (ii) To study the influence of the following variables in their stress experienced of B.Ed. prospective teachers. (a) Sex (b) Academic qualifications (c) Social Status (d) Methodology subjects opted at B.Ed level (e) Locality. **Methodology:** (i) The normative survey type of research under which the sample comprised of 255 B.Ed students (prospective teachers) from 6 colleges of Education randomly selected from Visakhapatnam district. **Findings:** (i) 17% of the total sample of B.Ed prospective teachers experienced low level of stress and around 17% of the

sample experienced high level of stress. The remaining 66% have experienced moderate level stress. (ii) Sex, academic qualifications and location do not make a significant difference in their stress experienced of B.Ed. prospective teachers. (iii) Social status does not make a significant difference in their stress experienced of the B.Ed. prospective teachers. (iv) Physical science with Biological science and Social studies methodology groups make a significant difference in their stress experienced of B.Ed prospective teachers.

Nagarathna, S. & Kamath, A.KVD. (2016). **Implemented internship of secondary teacher education programme of Bangalore University.** *Journal of Educational Research and Extension*, Vol.53 (2), 44-52.

Objectives: (i) To analyse the extent to which internship is practiced in Bangalore University. (ii) To study the planning and preparation made by the teacher education institutions for internship. (iii) To find out the number of lessons delivered by the student teachers and supervised by the teacher educators and the school teachers. (iv) To find out the feedback given by the teacher educator. (v) to find out the co-operation extended by the school teachers during the internship. **Methodology:** (i) Survey method was followed in the present study. (ii) The sample of the study consisted of randomly selected 462 student teachers from two aided and seven un aided colleges of Bangalore University. (iii) A questionnaire developed by the investigators

was used to collect the data which was titled as 'Questionnaire for the student teachers'. **Findings:** (i) Demonstration lessons are not given in all the institutions. (ii) Correction of lesson plans is not done completely. Below 50% of the lesson plans are corrected by the method teachers. (iii) Supervision of the lessons given by the student teachers and feed back is not satisfactory in many institutions. (iv) More than 50% of the student teachers are not organizing any co curricular activities other than the classroom teaching. (v) Method teachers are giving very less demo lessons. (vi) Many a time student teachers are giving to lessons of two subjects in a day. (vii) Teacher training institutions are selecting different types of schools for internship. They are different in quality of education and other aspects of teaching. Hence all the student teachers will not get the same experience and training in teaching.

Mehta, H.D. (2016). **Sensitivity of Primary school teachers towards research.** *Journal of Educational Research and Extension*, Vol.53 (2), 53-57.

Objectives: (i) To study the sensitivity of primary teachers towards research. (ii) To study the sensitivity of primary teachers towards research with reference to gender. (iii) To study the sensitivity of primary teachers towards research with reference to habitat. (iv) To study the sensitivity of primary teachers towards research with reference to educational experience. (v) To study the sensitivity of primary teachers towards research with reference to educational qualification. **Methodology:**

(i) to study and measure the opinion of primary teachers towards research an opinionairre was prepared. (ii) 30 primary schools have been selected as a sample.

Findings: (i) The mean score of the male primary teachers was found higher than the mean score of the female primary teachers on sensitivity scale. (ii) The mean score of urban habitat primary teachers was found higher than mean score of the rural habitat primary teachers on sensitivity towards research. (iii) Mean score of the primary teachers having experience less than ten years was found higher than the mean score of the primary teachers having experience greater than ten years.

WOMEN EDUCATION

Kaur, S., & Rani, M. (2009). **The role of parental attitude and location in the career values of female teacher trainees.** *Journal of Educational Research and Extension*, 46(4), 65-76.

Objectives: (i) To study and compare career values among female teacher trainees in terms of following psychological variable-students perception about parental attitude towards girls education and employment among rural and urban female teacher trainees. (ii) To study and compare career values among female teachers trainees in terms of location of their residence rural and urban. (iii) To study and compare parental attitude among female teacher trainees, belonging to rural and urban area separately. **Methodology:** Descriptive method of research method was conducted. The questionnaire adopted was (i) Career Orientation Scale (Tanwar and Singh 1998). (ii) Students perception Scale (Kaur and Singh 2008). 200 female teacher trainees (Rural-100; Urban-100) were selected for the study through Simple Random Sampling Technique. **Findings:** (i) The female teacher trainees having favourable parental attitude have better career value than their counter part having unfavourable parental attitude. (ii) The location of residence does not affect the career values of female teacher trainees significantly but the urban female teacher trainees having better career value when compared to their counter part of rural area. (iii) The parental attitude of

urban female teacher trainees has come out to be more favourable as compared to that of rural female teacher trainees.

Thomas, S. (2010). **Identifying influences on attitudes towards educated women among school children: A study.** *Journal of Educational Research and Extension*, 47(2), 48-61.

Objectives: (i) To ascertain the relationship of attitude towards educated women scores and gender role attitude scores among boys, girls and total sample. (ii) To ascertain the relationship of attitude towards educated women scores and gender differentiation at home scores among boys, girls and total sample. (iii) To ascertain the relationship of attitude towards educated women scores and gender differentiation in school scores among boys, girls and total sample. (iv) To ascertain the relationship of attitude towards educated women scores and gender differentiation in mass media scores among boys, girls and total sample. (v) To ascertain the relationship of attitude towards educated women scores and socio-economic status scores among boys, girls and total sample. **Methodology:** (i) Descriptive correlational design was used in the stud. (ii) A two stage stratified random sampling technique was used for selecting the sample. (iii) 826 students of standard VII from the schools were selected as the sample for the study. (iv) Tool used- Attitude towards Educated Women Scale (Kharpe,1999), Gender role Attitude Scale

(Gupte, 1999), Gender differentiation at Home (Gupte, 1999), Gender differentiation at School (Gupte, 1999), Gender differentiation in Mass-media (developed by the researcher). **Findings:** (i) Higher the gender role attitude score, more favourable is likely to be students' attitude towards educated women. (ii) Higher the gender differentiation at home score, more favourable is likely to be students' attitude towards educated women. (iii) Higher the gender differentiation at school score, more positive is likely to be girl's attitude towards educated women. There is no significant relationship between attitude towards educated women scores and gender differentiation at school score among boys. (iv) Higher the gender differentiation in mass-media score, more positive is likely to be girl's attitude towards educated women. There is no significant relationship between attitude towards educated women scores and gender differentiation in mass-media score among boys. (v) Higher the socio-economic status score, more positive is likely to be girl's attitude towards educated women. There is no significant relationship between attitude towards educated women scores and socio-economic status score among boys.

Shilpy. (2011). **A comparative study of introversion-extroversion and academic achievement of the children of working and non-working women of Rewari.** *Journal of Educational Research and Extension*, 48(1), 25-32.

Objectives: (i) To study the academic achievement of working women's children

(ii) To study the achievement of non-working women's children (iii) To study the introversion and extroversion traits of non-working women's children (iv) To study the introversion and extroversion traits of working women's children (v) To compare the academic achievement, introversion-extroversion traits of working and non-working women's children. **Methodology:** (i) Descriptive Survey Method of research was used for the study. (ii) 200 adolescents, 100 of working and 100 of non-working women formed the sample of the study. (iii) Tools Used: Introversion-Extroversion Inventory (IEI) constructed by Dr. P.F. Aziz and Dr. Rekha Agnihotri (Meerut), Matric Examination marks to judge the academic achievement. **Findings:** (i) The academic achievement of the children of non-working women is better than the children of working women. (ii) Children of working women are mostly extrovert in nature while children of non-working women are introvert.

Radha, T. (2011). **Women's education in the Union territory of Pondicherry since independence.** *Journal of Educational Research and Extension*, 48(4), 13-21.

Objectives: (i) Study the history of education in India. (ii) Analyze the status of women's education in the past and at present. (iii) Assess the development of women's education in the Union Territory of Pondicherry since independence. **Methodology:** (i) A schedule was formulated by the investigator to record the observations of the public. (ii) Hundred sample-25 from each region all elderly

people were selected randomly for the purpose. (iii) The secondary data on women's education required for the study were collected from the department of Economics and Statistics government of Pondicherry with prior permission of the authorities. **Findings:** (i) There is a steady progress of literacy in the Union Territory for males from 50.39% to 88.89% and for the females it was 24.64% in 1961 and 74.13% in 2001. (ii) About 38% of the respondents opined that before independence there was a limited scope of education for girls, but after independence girls are enrolled more in the educational institutions. (iii) 26% of the percent of the respondents opined that women's education is important for family welfare, following 24% of the respondents stating that educated women promote the education of their children, 19% of the respondents mentioning that educated women improve the economic conditions of their families, 17% of the respondents viewing that educated women can enjoy better opportunities and achieve better status in the society and the rest 14% of the respondents revealing that educated women are the best human resources for national development. (iv) Women's education at present requires improvement in having separate schools for girls in rural and urban areas (42%) reservation for girls in education (32%) and employment opportunities (26 %).

Dammani, K. (2013). **A critical study of the major areas of discrimination of the women and girls of Indore city.** *Journal of Educational Research and Extension*, 50(4), 18-20.

Objectives: (i) To investigate the major areas of discrimination of Women and Girls of Indore city. (ii) To investigate the major areas of discrimination of Working Women of Indore city. (iii) To investigate the major areas of discrimination of Non-working Women of Indore city. (iv) To explore the opinion of Men of Indore city regarding discrimination of women and girls. **Methodology:** Sample comprised of 86 Female and 86 males from Indore city. Through purposive sampling 43 working, 43 Non-working Women and 86 Men were selected for the study. **Findings:** (i) Most of the Girls and Women working and non-working were not allowed to go alone to various places outside the home. There was strong restriction on duration and timings of their visit outside the home. (ii) Majority of men (69%) say that husbands and wives should make decisions jointly, a significant proportion feels that husbands should have the major say in most decisions, particularly in decisions related to large household purchases and visits to the wife's family and relatives. (iii) None of the women of the sample having Land or Home in their own name. Out of these 86 women, 8% women having land in the joint name along with their husband. (iv) Among women who are employed and have earnings, only one-fifth have a major say in how their own earnings are used. (v) More than half of women and men agreed with one or more reasons that justify wife beating. They both were agreeing that wife beating is justified if a woman disrespects her in-laws and if she neglects the house or children. However 68% of the Working Women felt that a

man had no such right and a woman is not his personal property to treat as he likes. (vi) Although women who are employed suffer all forms of violence more than women who are not, a large part of this effect is due to the fact that more employed than unemployed women are poor and less educated. (vii) About 35 percent currently married women have experienced spousal violence in their marriage. (viii) Decision of marriage and divorce of 89 % women were taken by their parents. (ix) Husbands' consumption of alcohol and having a mother who was beaten by her spouse were the only ones that were found to consistently and significantly increase the risk of violence. (x) Girls did not receive the same quality and level of education, as do boys. (xi) 92% Girls and women are not allowed to leave the home for the sake job.

Santhni Devi, S., & Ramachandran, R. (2015). **Attitude of women students towards women's college in relation to mental health.** *Journal of Educational Research and Extension*, 52(1), 25-31.

Objectives: (i) To find out the attitude of women students towards women's college. (ii) To find out the level of mental health of women students. (iii) To find out if there is any significant difference in the attitude of women students towards women's college with respect to their a) Type of family (Joint family, Nuclear family) b) Educational status of father (illiterate, literate, school education, higher education) (iv) To find out if there is any significant difference in their mental health with respect to their

a) Type of family (Joint family, Nuclear family) b) Educational status of father (illiterate, literate, school education, higher education) (v) To find out if there is any significant relationship between attitude of women students towards women's college and mental health. **Methodology:** (i) Normative survey method was adopted in this study. (ii) A random sample of 1040 female students was selected from 14 women's colleges in Namakkal District. "Attitude of women students towards women's college" - An attitude scale constructed and validated by the investigator (2011) and Mental Health Inventory (MHI) by Jagdish and A.K.Srivastava (1997). (iii) The statistical techniques such as mean, standard deviation, 't'- test, 'F'- test and Pearson's product moment correlation were computed. **Findings:** (i) The attitude of women students towards women's college is unfavourable. (ii) The mental health of women students is poor. (iii) There is no significant difference in the attitude of women students towards women's college in respect to type of family. (iv) There is no significant difference in the attitude of women students towards women's college with respect to educational status of father. (v) There is no significant difference in the mental health of women students with respect to type of family. (vi) There is significant difference in the mental health of women students with respect to educational status of father. (vii) There is no significant relationship between attitude of women students towards women's college and mental health.

VALUE EDUCATION

Sobti, S., & Singh, B. (2010). **Scientific attitude of high school teachers in relation to value patterns.** *Journal of Educational Research and Extension*, 47(3), 52-57.

Objectives: (i) To study the relationship between scientific attitude and value patterns. (ii) To study significant differences in scientific attitude of teachers with respect to differences in value patterns. **Methodology:** 100 high school teachers of Ambala District of Haryana were selected as the sample. (ii) Tools used – Scientific Attitude Study Scale by D.N.Dani, Value Inventory for teachers by Dr.H.L.Singh and Dr.S.P.Ahluwalia. (iii) Statistical techniques used – t test, Pearson's Product moment correlation. **Findings:** (i) Scientific attitude and value patterns have no significant correlation except political value for the whole group. (ii) Scientific attitude of high and low achievers don't differ significantly in case of all the dimensions at both 0.01 and 0.05 levels.

Nath, B. K. (2010). **Principles of peace in the primary teacher education curriculum.** *Journal of Educational Research and Extension*, 47(4), 49-61.

Objectives: The study mainly focussed on the elements of peace education in the primary teacher education curriculum in Kerala and whether these elements are given due emphasis in transaction process. **Methodology:** (i) A survey was conducted

to realize the occurrence of the principles of peace education, in the existing primary teacher education curriculum. (ii) Tools used – Questionnaire for Primary Teacher Educators, Interview Schedule for Principals of Primary teacher training institutions. (iii) Document analysis technique was used to analyze various documents identified as secondary sources of data which included TTC Manual (2005), National Curriculum Framework (2005), Position paper on Peace Education (National Focus Group – NCERT - 2006) and Primary Teacher Education Curriculum of Kerala. **Findings:** (i) The principles/themes of Peace education are included in each and every unit of all the subjects in the present TTC curriculum. (ii) Only 20% of teacher educators stressed the elements of peace education during transaction. Majority were unaware of the occurrence of peace elements in the curriculum. (iii) The essence of the themes of peace remains hidden due to lack of proper training in peace education during pre-service and in-service sessions. (iv) The TTC manual published in 2005 (SCERT Kerala) involves major elements of peace education, but it does not give emphasis on peace themes so as to empower the student teacher to practice the ways of peace building. For realization of the goals of peace education, certain topics such as

peace education, human rights, conflict resolution techniques, life skill training etc are to be included in the curriculum.

Kumar, A. & Ritu. (2011). **Role of yoga to inculcate values among school teachers.** *Journal of Educational Research and Extension*, 48(2), 15-24.

Objectives: (i) To study the effect of yogic exercises on values among school teachers (ii) To study the effect of yogic exercises on values among male school teachers (iii) To study the effect of yogic exercises on values among female school teachers (iv) To study the effect of yogic exercises on values among male school teachers and female school teachers. **Methodology:** (i) Sample of 50 teachers from different schools of Ambala districts were taken in the present study. 25 male school teachers and 25 female school teachers were taken for the study (ii) Tools used were Teacher Value Inventory from Dr. Harbhajan L. Singh and Dr. S. P. Ahluwalia (1994), yogic interventions were Shatkriyas, Lecture on Astanga Yoga and Pranayamas and meditation. **Findings:** (i) Yogic practices were found effective to inculcate values among school teachers when they were given yoga treatment. (ii) Yogic practices were found effective to inculcate values among male school teachers when they were given yoga treatment. (iii) Yogic practices were found effective to inculcate values among female school teachers when they were given yoga treatment. (iv) There is no significant difference in mean scores of values among male and female teachers at pre test and post test levels.

Menezes, L., & Kumar, A. (2012). **A study on the effect of activity based instructional material in developing awareness in selected human rights among the students of standard nine.** *Journal of Educational Research and Extension*, 49(2), 23-30.

Objectives: (i) To find out the effect of activity based instructional material in developing awareness in selected human rights among the students of standard IX. (ii) To find out the difference if any in the effect of activity based instructional material in developing awareness in selected human rights among boys and girls. **Methodology:** The investigators used post-test, pre-test, and single group experimental design. The samples of the study are 40 selected students of studying IX standard in Govt. High School, Perumanur, Mangalore Taluk. The following tools were used for collection of the data (i) The Test on Awareness of Selected Human Rights (constructed by the investigator) (ii) Activity based instructional material to develop Awareness in Human Rights. Data analysis was carried out using Descriptive Statistics and t-test. **Findings:** (i) There is a significant difference between the mean score of the pre-test and post-test on the test on the awareness of selected Human Rights. (ii) There is a significant difference between the mean score of the pre-test and post-test on the test on the awareness of selected Human Rights among the boys of standard IX. (iii) There is a significant difference between the mean score of the pre-test and post-test on the test on the awareness of selected Human Rights among the girls of standard IX.

Heblikar, C.A. (2012). **Study of moral judgment of IXth standard students in relation to their values and gender differences.** *Journal of Educational Research and Extension*, 49(3), 39-48.

Objectives: (i) To find out the relationship between the dependent variable, moral judgment of ninth standard students and the independent variables values and their gender differences. (ii) To find out the main and interaction effects of values and gender differences on the moral judgment of 9th standard students. **Methodology:** (i) Total samples of 250 ninth standard students were selected from ten high schools of Bangalore City. These ten schools were selected by stratified random sampling technique which included Government schools, Corporation schools, Private schools and Private unaided schools. (ii) The study has used the standardized tool in moral judgment scale by Dr.B.G.Sutha and Dr.B.S.Satyanarayan. **Findings:** (i) There is a highly significant positive correlation between moral judgments of ninth standard students. (ii) There is a fairly high significance and positive correlation between moral judgments of ninth standard boys. (iii) There is a moderate and significant positive correlation between moral judgments of ninth standard girls.

Singh, T. (2013). **Effects of shaktipat meditation, general intelligence and self-confidence of student-teachers on spiritual intelligence.** *Journal of Educational Research and Extension*, 50(2), 47-54.

Objectives: To study the effect of meditation, general intelligence, self-confidence and their various interactions of students-teachers on spiritual intelligence.

Methodology: Experimental study was conducted on non-randomized control group of 151 students from B.Ed college, age range of students between 20 to 32 years. Spiritual intelligence scale (2010) by Dr. Tirath Singh, Dr. Arjinder Singh and Binderjit Kaur, Standard Progressive Matrices (SPM) by J.Raven, J.C.Raven and J.H.Court (revised, 2000) was used to assess the non-verbal intelligence of student teachers and Self-confidence Inventory (1987) by Dr.Rekha Agnihotry.

Findings: The levels of self-confidence mean score of experimental group is higher than control group. But when there is shift from low self-confidence to average self-confidence mean score of experimental group on spiritual intelligence increases sharply whereas mean score of control group on spiritual intelligence decreases. When there is shift to high self-confidence, mean score on spiritual intelligence of both groups decrease but mean score of experimental group decreases sharply. Finally experimental group remains higher than control group. It may be concluded that student-teachers with low general intelligence and average self-confidence gets more benefit to improve spiritual intelligence than student-teachers.

Manoharan, V. (2014). **Value perception among B.Ed Teacher trainees in Karur district.** *Journal of Educational Research and Extension*, 51(3), 28-32.

Objectives: (i) To find out the level of value perception among the B.Ed teachers trainees with respect to their gender, academic stream, locality. (ii) To find out the difference in the level of value perception among the teacher trainees with respect to their gender, academic stream and locality.

Methodology: (i) Survey method was employed in the present descriptive study. Stratified random sampling technique was used. (ii) In the selected five colleges, from each college 15 male and 15 female students were selected on simple random sampling technique. (iii) The researcher constructed the self developed tool 'Questionnaire on Value perception'. There are 30 questions under 5 categories of personal value, social value, moral value, educational value and national value. **Findings:** (i) Male and female B.Ed teacher trainees differ in their level of value perception. (ii) Science graduates and arts graduate B.Ed teacher trainees differ in their level of value perception. (iii) Urban and rural B.Ed teacher trainees differ in their level of value perception.

Kalhotra, S. K. (2014). **Value pattern of high school students studying in different schools - A comparative study.** *Journal of Educational Research and Extension*, 51(3), 39-47.

Objectives: (i) To compare the students of private and government school on the value of truth. (ii) To compare the students of private and government on the value of 'Righteous Conduct'. (iii) To compare the students of private and government on the value of 'peace'. (iv) To compare

the students of private and government on the value of 'Love'. (v) To compare the student of private and government on the value of non violence. (vi) To compare the student of private and government on the value pattern. **Methodology:** (i) The study was conducted on 9th class students of Jammu city. (ii) Value inventory was administered on a sample of 50 students. (iii) For analysis *t*-statistics was administered. **Findings:** (i) Since students of both schools are expressed to more or less similar environment outside the school therefore no significant difference has been found. (ii) The students from the two schools did not differ significantly on the value of righteous conduct. (iii) There is no significant difference in the two groups of the students on the value of peace. (iv) The private schools and government school students difference significantly on the value of non violence.

Mahesh Kumar, R.S., & Thamodharan,V. (2015). **Value perception of fishing community adolescents.** *Journal of Educational Research and Extension*, 52(1), 32- 40.

Objectives: (i) To find out the level of value perception of fishing community adolescents with respect to the following background variables. a) Gender and b) Educational Qualification of Students. (ii) To find out the differences, if any, in the value perception of fishing community adolescents with respect to the following background variables. a. Gender b. Educational Qualification of Students. **Methodology:** (i) The researcher adopted the survey

method to study the value perception of fishing community adolescents. (ii) The population for the present study consisted of the fishing community adolescents in Kanyakumari district. 1000 fishing community adolescents (IX, X, XI and XII standard) were taken for this investigation. (iii) The investigator has used a self made tool. The Value Perception Assessment Scale (MIAS) developed by Mahesh Kumar and Thamodharan (2011). (iv) The statistical techniques applied for the study were: Percentage Analysis and 't' test. **Findings:** (i) The present study shows that there is significant difference between male and female fishing community adolescents in their educational values. (ii) Female students are better in educational values than male fishing community students.

Kavitha, S., & Venkateswaran, R. (2015). **Role of prospective teachers in quality enhancement and value education.** *Journal of Educational Research and Extension*, 52(2), 12-20.

Objectives: (i) To study the role and status of teachers in the society. (ii) To find out

the reasons for devaluation of teachers' status in the field of education. (iii) To analyze the factors responsible for decline in teaching values and quality of education. **Methodology:** (i) The sample includes 70 prospective teachers belonging to colleges of education from whom the information's were collected purposively through interview schedule/ questionnaire and observation method. **Findings:** (i) The task of teacher is providing value clarification and this task should be effectively performed by those who exercise their life style and daily activities to ideals they preach. (ii) 22.8% of participants considered poor quality of teaching, changing social attitude and professionalism are the major factors responsible for devaluation of teacher status. (iii) Changing social attitude, non responsiveness and poor level of accountability, emphasis on western system of education, impact of modernization, absence of the traditional Indian education system, etc. are the factors responsible for the degradation of teaching values in the society.

ENVIRONMENTAL EDUCATION

Sharma, S. (2010). **A comparative Study of attitude of final year under graduate students of colleges of rural and urban areas of Uttar Pradesh towards environmental education.** *Journal of Educational Research and Extension*, 47(1), 11-17.

Objectives: To know the attitude of final year under graduate students of rural and urban colleges of Uttar Pradesh towards environmental education. **Methodology:** (i) The sample of the study consisted of 600 final year under graduate students from U.G. and P.G. colleges of rural and urban areas in five districts of Uttar Pradesh of whom 299 students were from rural colleges and 301 students from urban colleges. In rural, 161 students were male and 138 students were female. In urban, 132 were male and 169 were female. (ii) Stratified random sampling technique was used for the study. (iii) Survey method was followed for collecting data using the tool TEAS (Taj Environmental Attitude Scale developed by Dr. HaseenTaj). **Findings:** (i) There is not much difference between minimum marks scored by students of rural and urban areas. But, in comparison to students of rural areas, students of urban areas scored higher percentage of marks. (ii) There is a significant difference between the attitude of final year under graduate students of rural and urban colleges of Uttar Pradesh towards environmental education.

(iii) The students belonging to urban areas have more positive attitude towards environmental education as compared to students belonging to rural areas.

Vasanthi, S., & Mohaideen, R. S. (2010). **The measures taken by high schools to create environmental awareness among their students in Thoothukudi district.** *Journal of Educational Research and Extension*, 47(3), 58-68.

Objectives: (i) To find out the measures taken by high schools in Thoothukudi District to create environmental awareness among their students. (ii) To find out the measures taken by high schools in Thoothukudi District to create environmental awareness among their students with reference to the following variables: a) Locality of the school. b) Gender of the teacher-in-charge of the environmental related activities. c) Years of experience of the teacher-in-charge. (iii) To find out the measures taken by high schools in Thoothukudi District to create environmental awareness among their students with reference to the following variables: a) Nature of the school. b) Type of the school. **Methodology:** (i) 40 high schools in Thoothukudi District were selected as the sample using simple random sampling technique. (ii) Tools used – Self made tool to find out the measures taken to create environmental awareness in high schools. (iii) Statistical techniques used

- Percentage Analysis, t test, ANOVA. **Findings:** (i) The measures taken by the high schools in Thoothukudi District for creating environmental awareness is moderate. (ii) The steps taken in the schools in urban locality are better than the steps taken in the rural area. But the gender and experiences of the teachers-in-charge of the environmental related activities have no impact on the activities taken in their respective schools. (iii) The steps taken in the nature of the schools (boys, girls and co-education schools) and type of the schools (Government, Aided and Unaided) have no significant difference in creating environmental awareness in Thoothukudi District.

Chandra., & Saraswati, R. (2011). **Encouraging curiosity and self learning among school students as a basis for environmental education.** *Journal of Educational Research and Extension*, 48(1), 76-87.

Objectives: (i) To develop curiosity about the immediate surroundings. (ii) To enhance the capacity of observation. (iii) To train the skills of recording and reporting. (iv) To encourage self study and self motivation. (v) To study the impact of these activities on the students in terms of long term retention of responsible environment citizenry. **Methodology:** (i) The investigator chose the students of P.S.G.G Kanya Gurukulam Higher Secondary School for Girls, Coimbatore and guided them to do bird watching in and around the school campus for a period of about 3 years. (ii) Initially, a team of 50

students were taken to Salim Ali Centre for Ornithology (SACON) to gain exposure to bird watching. These students garnered the help of another 250 students and studied the status of 14 common birds in Peelamedu region of Coimbatore. (iii) A team of 5 students who voluntarily came forward to do bird watching, record the data were interviewed after four years to assess and document their continued involvement in environmental activities. **Findings:** (i) From the interview conducted with the students, the type of activities the students were involved were recorded and analyzed to assess their environmental commitment. (ii) The study clearly indicates the positive effect of bird watching, which is capable of encouraging curiosity and self learning.

Bharambe, I. (2013). **Study of environmental awareness among secondary school students.** *Journal of Educational Research and Extension*, 50(1), 8-19.

Objectives: (i) To study the extent of environmental awareness among ninth standard students. (ii) To compare the environmental awareness among ninth standard students in relation to their gender, educational qualification and occupation of their parents. **Methodology:** Survey method was employed. Multistage sampling method from four randomly selected high schools in Jalgaon district. Self-made tool prepared by the investigator. **Findings:** (i) There is no environment awareness among secondary school students. (ii) There is no significant gender difference in environmental awareness.

(iii) There is a significant difference between environmental awareness among students in relation to qualification of their parents. The environmental awareness among students having highly qualified parents is more than the lower qualified parents. (iv) The environmental awareness is more among the students whose parents are farmer than the students whose parents are teacher and labor.

Sivakumar, D. (2014). **Developing cognitive modeling strategies in enhancing achievement in environmental pollution in science education.** *Journal of Educational Research and Extension*, 51(2), 48-55.

Objectives: (i) To find out the effectiveness of cognitive model in science teaching. (ii) To find out and compare the mean scores of the control and experimental group students in their gain scores. (iii) To find out the achievement mean scores of the pre-test and post test scores of control group students. (iv) To find out the achievement mean scores of the pre – test and post – test scores of experimental group students. **Methodology:** (i) The investigator adopted experimental method as the study was experimental in nature. (ii) In this study the investigator adopted two or parallel group design. (iii) The investigator selected the IX standard A-group students of K.A Higher Secondary School; the total number of students was 50. (iv) Mean, standard deviation and ‘t’ test were used in this study. **Findings:** (i) The control group and experimental group students do not differ significantly in their performance

in solving pollution problem before the treatment. (ii) The performance of the experimental group students in solving pollution problems is greater than the performance of the control group students after the treatment. (iii) The increase in performance of the experimental group students in solving pollution problems is greater than the increase in performance of the control group students after the treatment.

Chandran, R. & Azeez, P.A. (2016). **Awareness, Attitudes and Practices of Environmental Education among College Teachers in Coimbatore District, Tamil Nadu.** *Journal of Educational Research and Extension*, Vol.53(4).

Objectives: (i) To explore the level of awareness, attitudes and practices of Environmental education during the period of 2013-16 among college teachers. (ii) To find variability in these aspects with respect to their demographic status. **Methodology:** (i) From 38 colleges in Coimbatore, 41 EE teachers were contacted as a cross-sectional samples for the study. (ii) A custom-made questionnaire was used for the study and the investigators have adopted the convenience sampling technique for collecting response from college teachers in Coimbatore. The questionnaire consisted of 94 questions classified under 9 categories. For the present study, 5 categories were selected namely Teachers’ Environmental Awareness, EE subject Awareness, Environmental Attitude, EE subject Attitude and Teaching Practices. **Findings:** (i) There is a significant difference in the

AAP level of EE teachers with respect to gender. Male teachers are better in overall AAP level than female teachers. But there is no significant difference in five sub components Teachers' Environmental Awareness, EE subject Awareness, Environmental Attitude, EE subject Attitude and Teaching Practices. (ii) There is no significant difference among the EE teachers while looking at their AAP levels with respect to their location of residence. (iii) There is a significant difference among EE teachers while looking at the EE attitude with respect to their nativity. No significant difference is found in the level of Teachers' Environmental Awareness, Environmental Attitude, EE subject Attitude, Teaching

Practices and overall AAP level. (iv) There is a significant difference among the EE teachers in their Environmental Awareness, EE Awareness and EE Attitude with respect to their age group. No significant difference is noted in the level of Environmental Attitude, Teaching Practices and overall AAP level. (v) There is no significant difference among the EE teachers in their AAP level with respect to their age group and teaching experience. (vi) There is a significant difference among the EE teachers in their AAP level with respect to them having EVS/EE subject qualification or not. Non-qualified teachers are better in AAP level than the qualified teachers.

DISTANCE EDUCATION

Ramesh, C., & Annaraja, P. (2010). **A comparative study on teaching competency of male and female B.Ed students in distance education.** *Journal of Educational Research and Extension*, 47(3), 79-86.

Objectives: (i) To find out the level of teaching competency of B.Ed students in Distance Education. (ii) To find out the level of teaching competency of male and female B.Ed students in Distance Education. (iii) To find out the significant difference between male and female B.Ed students in Distance Education in their professional information, interest in profession, attitude towards children, adaptability and teaching competency. **Methodology:** (i) Survey method was used for data collection. 716 B.Ed students were selected using simple random sampling technique. (ii) Tool used – Teaching Competence Inventory developed by Thomas Varghese. (iii) Statistical Technique used – *t* test. **Findings:** (i) Percentage Analysis revealed that majority of B.Ed students have moderate amounts of professional information, interest in profession, attitude towards children, adaptability and teaching competency. Similar results were obtained with respect to gender also. (ii) There is no significant difference between male and female B.Ed students in their professional information, interest in profession, attitude towards children, adaptability and teaching competency.

Srinivasacharlu, A. & Talawar, M.S. (2016). **A study on the effectiveness of climate change instructional package (CCIP) on waste management practices among B.Ed Student- teachers in Bangalore City.** *Journal of Educational Research and Extension*, Vol.53 (2), 8-25.

Objectives: (i) To develop the CCIP for the student-teachers of B.Ed colleges.(ii) To construct and validate the CCPS for B.Ed student teachers. (iii) To compare the effectiveness of CCIP and conventional Method of teaching environmental education in enhancing waste management practices among B.Ed student teachers. (iv) To investigate interaction between experimental treatment and locality, gender and subject with reference to enhancement in waste management practices among B.Ed student teachers. (v) To investigate whether the B.Ed student teachers sustain waste management practices fostered through CCIP.

Methodology: (i) Pre test post test equivalent group experimental design was followed. (ii) Multi stage purposive sampling technique was employed to select student teachers from two B.Ed colleges in Bangalore city. (iii) Raven's Standard Progressive Matrices Test (SPMT) was used to obtain two matched groups. (iv) The data analysed with help of statistical techniques like mean, standard deviation,

't' test and two way ANOVA. **Findings:** (i) There are no significant difference in the pre test scores of experimental and control groups with reference to their waste management practices. (ii) There was a significant difference in the post test scores of experimental and control groups with reference to their waste management practices. (iii) There was no significant interaction of treatment within female and male genders among rural B.Ed student teachers with reference to their waste management practices. (iv) There was no significant interaction of treatment within arts and science B.Ed student teachers belonging to rural locality with reference to their waste management practices. (v) There was no significant interaction of treatment within female B.Ed student teachers belonging to arts and science subjects with reference to their waste management practices.

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RC. No. 6, Lib 79, dated 20.2.1980 from the Principal, Teachers College, Saidapet, Chennai - 15.

	Name of Publication	Name of Publisher
1.	* * *	* * *
2.	* * *	* * *
3.	Journal of Educational Research and Extension	Publisher journal of Educational Research and Extension Sri Ramakrishna Mission Vidyalaya College of Education (Autonomous) Sri Ramakrishna Vidyalaya Post Coimbatore - 641 020.

For further particulars, the publishers concerned may be addressed.

To
The Secretaries of all Local Library Authorities in the State

(Sd.) M. PONNAIAH
For Director of Public Libraries

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