CHAPTER - II

REVIEW OF LITERATURE

1. G. Kalaiyarasan, S. Krishnaraj (2004): The researchers have explained cooperative learning. It is necessary to enhance self-esteem of learners by means of cooperative learning.

The researchers have selected 96 students studying in standard ninth from Alagappa model higher secondary school, Karaikudi. The students studying science and biology topics were selected. The researchers have selected Rosenberg’s self-esteem scale as a research tool. The researchers have conducted the research for 45 days. The researchers have considered student-team-achievement-divisions as a key role of the research. From the data obtained, it was observed that there is a significance of cooperative learning approaches on the learner. The learners advance their maturity by forming a team. By imposing the self-value of the social values develops self-confidence, creativeness in an individual. Cooperative learning session gives various opportunities for satisfying the self-interest and individual abilities. It becomes more responsible individual. The students who use cooperative learning have more self-esteem. The cooperative learning brings discipline in students.

2. S. Dandapani (2004): The author has explained the need of achievement motivation. While explaining about the achievement motivation, the author has explained the day to day life experiences especially about the victory of games. An individual should develop an attitude of perform and success. The motivation of excellence is the larger impact of the culture. The author has put-forth David Mc Cleland’s need for achievement theory. The excellency of the activity is more significant and precise for the performance.

The author has further described about the perception of achievement motivation by explaining theory of David Ausbel. There are 3 components in achievement motivation namely, the cognitive urge, self-enhancement and affiliation. In cognitive urge, the individual need for a knowledge and understanding is determined. In the self-enhancement, the desire for self-esteem and the self-status development is gained. The affiliation of the approval with response to the
recognition has a higher goal desire. In affiliation, the parents play a significant role. The achievement motivation is measured by projective test of personality. In this test, the various pictures are given to the individual and ask to write a story or make the statements on looking over it. The narration of the story reflects the achievement motivation of the individual.

3. B.Kuppuswamy (2005): The author has described the meaning of motivation by giving an example of various modes by which the students get motivated during examination. The student’s desire for passing in the examination with good marks gives the self-satisfaction and also the social-acceptance. There is always a reinforcement which is a situation which helps in motivating individual. Further, researcher has explained two different types of motives, namely the natural and acquired motives.

In a natural motive, an elementary needs socio-economic needs and the drives which can remove the pain. In the elementary needs the self-believe for the smooth metabolic activities motivation factors are considered. In the socio-economic needs, the factors which influence the happiness and the comforts are considered. The modification in the student’s behaviour in terms of sensory experiences and the failures. In the acquired motive, the creation of the motivation and stimulation of actions are considered to be stronger and effective. The major causes for developing the motives are the environment in which an individual interacts.

4. C.L.Kundu, D.N.Tutoo (2005): The authors have described about the motivations. For explaining the term of motivation, the author explains about the emotion and motivation with respect to the imaginative response. It is considered as the internal structure of an organism which determines the anxiety motive of the punishment. To increase or decrease the level of activity, it imitates and directs the activity. The motivation refers to the existence and organisation of sequences which may or may not be directed for the content. There are various behavioural theories related to motivations where the human functions like consciousness, reasoning, memory, learning, skills, emotions, affections and the investigating the nature of motivation are seen. In simpler terms the motivation is a dynamic process. Identification of the motivational properties fully serves with
the organism. The motivational level and the evaluation by the means of the conditional factors determine the social, economic and cultural activities.

5. Manoranjan Panda (2005): The researcher has evaluated the co-relation between academic achievement and intelligence of class ninth students. The researcher has selected 550 students of Dhenkanal, Orissa of standard ninth studying students by using random sampling technique. The researcher has used non-verbal standardized group test of intelligence. The government and private schools students were selected. Also the schools managed by ST and SC department were selected. From the data obtained it was found that there is significant difference in academic achievement of students studying in different categories of schools. Whereas, the intelligence of students did not differ much dependent upon the selected categories of schools. There is low relationship between academic achievement and intelligence in different categories of schools.

6. Sandeep Berwal (2005): The researcher has evaluated the importance of teaching aids for effective and efficient classroom teaching. There are 3 types of teaching aids used audio-teaching aids, visual teaching aids and audio-visual teaching aids. In audio-teaching aids, the audio sense is made more active. The use of tape recordings and the radio can be used effectively to grab the attention of pupils. The advantage of audio-teaching aids is for understanding the concepts very well. In the visual-teaching aids, the use of visual sense is used effectively. The cognitive objectives can be achieved by the psychomotor objectives. The use of bulletin boards can be used for displaying the numerous items of personal news, graphs and post cards. The use of graphic material can be done for powerful understanding of the text. The use of puppets can be used for dramatic explanation of historical events. The use of pictures can be done for explaining the various impact of the learning. The learning through models helps in understanding the various science values. For audio-visual teaching aids the researcher has given the examples of filmstrips, instructional television, computer and internet. The use of filmstrips has the various collections of pictures, which
can be slide according to need. The television and computer are found to be effective media for learning process.

7. **S.S.Chauhan (2006):** The author has given a brief review on the motivation. The motivation according to the author is a complex phenomenon. The various operating variables will explain the complexity of the term. To drive a motivational there are various physiological factors which acts as an individual’s habits. The emotions of the individual make the process more complicated and dynamic. The environmental factors help in the setting of the goals. The mental condition of an individual is more profound and strong. According to the behaviour of the individual, there are various motives which are involved for the determination. There are various energize of the motives which influences the physiological factors which sustains the behaviour of the individual. The goal-oriented motives direct the pathway for the success. There are numerous other motives which come into consideration when the self-goals are compulsion for excelling. The motivation is a phenomenon which changes according to the conditions. It may a sequential change motivation or it can be the directive change of motivation. The self-actualisation has the major impact in determination of motivation.

8. **Darsana M. (2007):** The researcher has analysed the relationship between emotional intelligence and certain achievement facilitating variables of higher secondary school students. Emotional intelligence is a habit development skill for forming accurate decisions with living in integrity. The researcher has used the normative type of survey method. The researcher has selected 387 higher secondary school students of Kerala. The emotional intelligence test, socio-economic status scale, achievement motivational scale, examination anxiety scale and the self-concept scale are the tools used for study. It was observed that there is no relationship between emotional intelligence with socio-economic status for the girls in private institutions. There is no significant difference found in the emotional intelligence with self-concept. It was observed that there is a relationship between emotional intelligence and achievement motivation. The girls have more emotional understanding than boys. The rural higher secondary school students have higher emotional intelligence compared to the urban students. In comparison with the government school students the
private school students have higher emotional intelligence. The researcher has recommended that the teacher should teach the learner emotional self-defence and also encourage literacy through media.

9. **Dhirendra P. Singh (2007):** The author describes about the thinking power and intelligence. According to the author, to develop personality of individual the society and the environment to which he/she is exposed to plays an important role. The teacher has a vital role in overall development of personality of the student. The teacher gives a knowledge which can be used in day to day life. The use of these experiences as a knowledge gives the strength to face all the difficulties. The researcher explained that the development of positive thinking in the mind and full of wisdom should be proclaiming his beautiful vigour. The measurement of the objectivity, comprehension and reasoning can be done by formulating the measurement of intelligence. The weakness of intelligence test is that the narrowing of the seven categories of intelligence.

10. **G.Raju (2007):** The researcher has carried out a research on the impact of environmental ethics on higher secondary school students. The environmental ethics are the scientific approach analyses where the individual learns about its role in contribution to protect the environment. In environmental ethics an individual learns and understands its responsibility for conservation of environment by viewing environmental consequences caused due to his/her consumption.

The researcher has used cluster sampling technique. For study of environment ethics based on gender, the researcher has selected 288 males and 272 females of higher secondary schools of Cuddalore, Tamilnadu. For analysing the view of environmental ethics based on community 30 OC, 218 MBC, 184 BC and 128 SC students were selected. To find the difference in the environmental ethics of rural and urban students, researcher has selected 325 students from urban area. The researcher has used environmental ethics scale standardised by HaseenTaj.

Based on the objective proposed by the researcher, following results were obtained. The environmental ethics of all higher secondary school students studying in Cuddalore, Tamil Nadu is found to be high. It was also observed that girl students have more environmental ethics compared to the boys. It was
prominently found that the communities of students have no influences on
environmental ethics. The same is applicable for the types of school too. It was
found that rural higher secondary students have more environmental ethics than
the urban area.

11. Mathews T. Jacob (2007): The researcher has discussed and investigated the
causes for modality of presentation and memory in the children of age group 16.
The modality of presentation explains how the sensory organs can stimulate the
learning process. There are two types of presentation namely, visual and oral
presentation. In visual presentation, the stimulus is passed by using eyes with the
help of learning materials such as flashcards. In the case of oral presentation the
stimulus is passed by use of ear in a form of sounds.
The researcher has selected the age groups of 9-10, 12-13 and 15-16. Total 180
students were divided in 2 groups of each selected age group. Thus 60 students
of age group of 9-10, 60 students of age group of 12-13 and 60 students of age
group 15-16 were formed. In each group, 15 girls and 15 boys were selected.
From 2 groups of each age group, one student was selected for oral presentation
and other was for visual presentation. It is found that an average memory of the
individual can remember 5 to 9 words, thus a researcher has decided to measure
15 words memory spans. For visual presentation the flash cards were used
whereas for oral presentation the words were recorded at rate of 2 seconds per
word. It was observed that the children of age group 16 score well in visual
presentation test; they were able to recall the visual mode presentation.

12. Namita Mohanty (2007): The researcher has performed a correlation analysis of
the cognitive dimensions. The researcher has considered 3 factors demographic
characteristics, attributes and student’s cognitive dimension.
For this study, the researcher has used teacher-student ratio of 1:5 where 120
teachers and 600 students of primary school of Orissa were selected. The story
pictorial embedded figure test (SPEPT) measures student’s psychological
differentiation. The annual examination marks were considered for analysing the
academic achievement score of the students. In demographic characteristics,
teacher’s educational qualifications, age, experiences and income are also
considered whereas in the attributes the expectation, competency and teaching
strategy were included. It was observed that teacher’s income is positively related to their expectations, competency and adoption of teaching strategy. The age and expectations are negatively related with the psychological differentiation and academic achievements. Also it was observed that adoption of teaching strategies helps in the significant of co-relation with the student’s achievement.

13. N.P.S.Chandel, Nija Vaish (2008): The researchers have evaluated the influence of the internet on university students. Internet is an effective mode of communication, thus it can be used in educational field for making the learning process more effective.

The researchers have selected 120 students of Dayalbagh educational institute, Agra. The self-made questionnaire has been used for data collection. The students of arts, commerce, education, engineering, science, social sciences graduations and post-graduation levels were selected. The researchers have found that the use of internet is influenced by their peer and the family environment. It was also found that the university students use the internet for understanding new concepts. It was further found that internet is used more for the non-academic purposes. Compare with the stream of learning the engineering students are found to be spending more time on internet. The researchers have concluded that the students must be encouraged to use internet for more academic uses. The students of science and educations should be encouraged for utilising the internet facility.

14. P. Bharathi (2008): The researcher has analysed poetic creativity in high school children. Poems are the views which touch personal feelings. The researcher has observed that even a student with a weakest language skills and not disciplined one enjoys the poetry section. The reason behind it is the student imagines the situations taught in during the poem-learning in his/her own ways.

The researcher has selected 240 students of class ninth of different affiliated boards school for evaluating how effectively they can write a poem. The themes were poem on teacher, journey, festival, mother, friend and school. It was found that the students from the ICSE and CBSE schools are more creative than SSC board students. It was further found that mother tongue influences the imagery and figurative language used by the students during the poems. The social
environment of the student to which he/she is exposed to determines the context of the poem. The ability of conveying emotional experiences are not influenced by any factor. The learning environment given to the students plays a significant role in writing skill of poem. The researcher has suggested that there should be an organisation of various activities for boosting the writing skill of the students.

15. S. Dandapani (2008): The researcher has suggested how the effective teaching is done through feedback. It is rightly said that the art of teaching determines the progress of the student. The more experienced teacher is more capable for handling the class. If the teacher enjoys teaching the students also enjoy it. It's not the matter how much you are qualified during teaching. The qualification of the teacher just represents the level of scientific values a teacher can inculcate on the minds of the students. The researcher has discussed about types of feedback and their impact on learning session. The immediate feedback is a response given by the students during the learning session. These responses can be evaluated by the active activities done by the students. The delayed feedback is the passive responses of the students. The measurement of these feedbacks can be done by the mode of action research. Action research is conducted during regular classes in a stipulated time span, to seek answers to the questions that occur from time to time. The researcher has concluded that all teachers have the capability to innovate experiment and improve his/her teaching skill. The teachers should never complain about the lack of facilities or time or resources for self-improvement.

16. K.P. Meera (2009): The researcher has introduced about the reciprocal teaching. Reciprocal teaching is a comprehension-fostering strategy. It is an instructional activity. The main prominent features of reciprocal teaching is that the interaction between the teachers and students. There are four strategies involved in this type of teaching namely, summarising, question generating, clarification and predicting.

In summarising stage, the learner recognises the important information of the text with the sentences or across paragraphs. In question generating stage, the student generates simple questions as they have to find answers to their own questions. The main motive behind the implication of this stage is to find the
answer of the questions which they have raised. The teacher can help the students to understand the questions at difficult questioning stage. After the question generating stage is completed, now it is the teachers role in clarifying the doubts regarding the meaning of new words, concept. The prediction of the student links the new learned knowledge to the text which he/she has already learnt before during its learning session. The main advantage of the reciprocal teaching is that students gain self-confidence and learns how to proceed his/her own opportunities for understanding new concepts.

17. Md. Mahmood Alam (2009): The researcher has compared the academic achievement in relation to creativity and achievement motivation. The achievement refers to the degree of level of success which is an end product of learning. The creativity is the involvement of different kinds of thinking. government schools of Darbhanga district in Bihar. The researcher has used creativity test by Baqer Mehdi and achievement motivation scale by Beena Shah. It was found from the data obtained that there is significant positive relationship between the creativity and academic achievement of the student. On the other hand, the significant positive relationship is found with achievement motivation with respect to the academic achievement. The researcher has recommended that various opportunities for developing and enhancing the students creativity should be organised at large scale. The individual develops its character only when a he/she gets a freedom for aspiring his/her goals. The more achievement motivation is given to the students for the students overall development.

18. Malayankandy Usha Ajithkumar (2009): The researcher has explained how the life skill is important in the young students. Life skills explain the survival skills. It develops a view about understanding the individual’s specific needs. According to Abraham Maslow’s hierarchy of needs, the needs can be categorised into physiological, safety, social, esteem and self-actualisation. The researcher has explained the life skills into two terms communication and interpersonal skills. In the communication and interpersonal skill, the interpersonal communication skills, negotiation skills, empathy, co-operation, teamwork and advocacy skills are included. Interpersonal communication skills include active listening and expressing feeling. In negotiation skills the conflicts
management is involved. Empathy is the ability to listen and understand other needs. Co-operation and teamwork express the assessment of own abilities and contributing to the group. Advocacy skills influences network. In the decision making, the determination of alternative solutions to problem is obtained. In critical thinking skills, analysing peer influences and how it can be used for the positive development in attitude and beliefs. For coping and self-management skills the researcher has suggested self-evaluation for increasing internal locus control, anger management for managing feels, for managing stress the time management is necessary.

19. Mala Sharma, Suman Sharma (2009): The researchers have performed a comparative study for evaluation of attitude of science teachers of government-aided schools and private schools. Science should be taught as a compulsory subject to all the students as specified by Kothari commission. Most of the science teacher uses project-based science instructions for making the science learning effective.

The researchers have selected 200 science teachers of Yamuna Nagar district. 100 teachers from government-aided schools and 100 teachers from public schools were selected. Further 50 male science teachers and 50 female science teachers of both the types of schools were selected. They have used self-made questionnaire. From the data obtained, it was observed that there is no significant difference found in male and female science teachers. The experience of the teachers also has no impact towards the attitude of science teachers. It was found that the private schools have more influence towards science learning through project compared to the government-aided schools. Also the project method for secondary classes and higher secondary class has found significant difference. The refresher courses and seminars can improve the ideas in teachers for the project work.

20. Noorjehan N. Ganihar, Wajiha A.H (2009): The researchers have evaluated various factors affecting academic achievements. The researcher has used mathematics as a subject of a domain. Mathematics is a subject of accuracy inculcating value but it is widely observed that the students are phobic towards subject.
The researchers have used stratified random sampling techniques where 800 boys and girls of 20 secondary schools were selected. The factors like sex, type of management and medium of instruction. The researchers have used 5 different questionnaire tools which include test for mathematical creativity, test for anxiety, attitude towards mathematics and achievement motivation. From the obtained data, it was observed that mathematical creativity influences the achievement motivation of the students. Also the attitude towards mathematics has positive influences over the achievement motivation. It was observed that secondary school students have the lower anxiety for the academic achievement in mathematics. The researchers have concluded various recommendations for various academic as well as co-curricular activities for improving performance in mathematics.

21. N.N.Prahallada (2009): The researcher has given various suggestions for how a teacher can plan his/her lessons for fast and slow learners. The researcher has suggested that the use of technology in a form of programmed learning or computerised instructions can be effectively used in development of lessons. It is necessary that the teacher should evaluate the individual achievement progress. During evaluation, teacher should recognise the achievement goal set by the learner as well as the efforts taken by the students to gain it. Conducting different kinds of seminars, conferences help the students to grow socially. The teaching strategies used by the teacher should be based on the requirement of the students. Any lesson plan needs to be developed by means of recognition. The recognition is a stepping stone of any learning process. The learners learn effectively when they are trained for it. The individual differences of the students have to be evaluated effectively. The teacher should be able to differentiate in “how to teach everybody” and “what everybody needs to know”.

22. Pratibha S. Patankar, M.S.Padmini (2009): The researchers have explained how the student’s stimulus works during learning session. The nerve cells send the impulses in a form of synapse. The biology of learning proposed by the researchers says that the environment to which a student is exposed to gather the information by means of sensory motor activities. These inputs are passed to nerve cell. In nerve cells the inputs are converted into an electrical impulses and
chemicals. These electrical impulses form a bridge of synaptic connection which develops to grow dendrites. These types of impulses and chemical messenger are then used for learning.

According to the researchers the learning process is of two steps, in first step the brain extract the inputs in a form of meaningful learning patterns. In the second step of learning, the individuals apply the learning pattern and then expressed to have a long-term memory. It is found that feedback strategies develop the learning skills. The student should be provided with a variety of experiences in teaching and learning process. When a teacher is teaching to a group of students, he/she must keep in mind that all students have the capability to recognize and learn.

23. R. Uma (2009): The researcher has described about curbing the cognitive clones. The cognitive clones of the student are based on the interest, attitude, aptitude and skills. It is necessary that the parents and teachers should respect the students/children’s ideas. By accepting the ideas, the self-esteem is developed. The individual starts forming its own thoughts. They should be encouraged for initiating their own learning efforts. The more conductive learning environment is given to them they become more proactive. They start forming good interpersonal values. The efforts should be taken to open the new opportunities for the students for encompassing their skill. The strategy of learning by doing is more effectively used. The students should be made aware of various sensitive environment issues. The proactive and thought producing questions should be inculcated. This makes the children more precise in the decision making. The development of the sense of self-esteem, self-worth and self-respect can be done effectively. The students should be trained to communicate effectively.

24. Sameer Babu M (2009): The researcher has compared self-experience in school and its relationship with social science achievement. The researcher has put a light on two factors which affects the student’s behaviour. They are aggression and bullying. It was observed that the student who views a lot of violence on TV, video and movies are more aggressive in nature.

The researcher has selected 78 secondary school students from Kerala. These students were studying in standard ninth. The researcher has divided students on
the basis of the gender and parental occupation. The general data sheet made by researcher, children’s self-experience scale by Crick and Grotpeter and the social science achievement score are the researcher. It was observed that the students have average scores when they were evaluated for self-experience in school. The researcher has found the significant difference in the self-experiences in school and social science achievement with respect to boys and their parents who works in aboard. The researcher concluded that teacher and parents both should be aware about the day to day activity of the students. The school management should implement various measures for reducing bullying and aggressive incidents occurring in the schools.

25. Sheila Saravanabhavan (2009): The researcher has suggested various instructional guidelines for teachers to follow while teaching slow learners. Slow learners are those students who have low ability of understanding, transferring and generalization of information. The researcher has suggested various strategies to be used for slow learners by teacher. This teacher should first identify the strengths and weakness of the learner. Teacher should design lesson plan in which the motor activities can be used. They should be taught by using advance organizers technique. Teacher should focus on a single concept at a time and should ask the questions in different directions for ensuring better understanding of learner. When a new concept is introduced to such students they need to be demonstrated or use of flashcard should be done. The information should be presented in small sizes to slow learners. The teacher should avoid giving longer assignments. Extra time should be given for completing the notes. The slow learner should be given more time to understand and think through the instructional material. Teacher should use simple concrete language while explaining new concepts. The visual aids for teaching can make the learning session more interactive.

26. A. Vasanthi (2010): The researcher has analysed the impact of learning environment of learning environment and academic achievement of higher secondary Physics students. The researcher has selected 223 students of Thoothukudi district, Tamilnadu. The objective of the research is to evaluate the learning environment and academic achievement of higher secondary school
students. The socio-economic status of the students was also considered. The researcher has used the learning environment scale which is self-made and Aaron’s socio-economic status scale as the research tool. It was found the learning environment of higher secondary physics students differ significantly with respect to teacher component. The learning environment with academic achievement differs significantly with respect to the school components. The home environment does not have any significant difference on learning environment. The co-relation between the learning environment and socio-economic status of the government-aided school students has significant positive influences. The researcher concluded that teacher should develop their teaching skills by enriching his/her knowledge. The teacher should have precision in the teaching-learning process for imparting the learning goals in students.

27. A.K. Nayak, V.K. Rao (2011): The author has described various cognitive and social-learning theories. The major two enlisted cognitive theories are O’Hara and Tiedemann and Knefellkamp and Slepitza theory. The O’Hara and Tiedemann theory describes the seven-stages of model of career decision. In the career planning nine different variables are discussed in the Knefelkamp cognitive theory. The most of theories discussed about the lack of concentration in the formation of motives in the development process. The factor such as locus of self-control, self-analysis and the openness to alternative perspectives, plays a significant role in the planning of the decision. The non-supportiveness, stress-producing environment has a tremendous negative impact on the career development of an individual. There are 2 types of career counselling namely, client centred and the psychodynamic career counselling. In the client centred career counselling the effectiveness of the self-esteem is evaluated. The self-efficacy helps in the formation of the goals. In a psychodynamic career counselling, the intellectual commitments the self-accuracy theory can be implemented.

28. Bibhuti Narayan Biswal (2011): The researcher has discussed about the need of smart assessment for smart learning. According to the researcher, smart assessment means specified, measurable, achievable, relevant and time restricted assessment. The researcher has focused on various skills such as
knowledge acquisition, knowledge imparting, knowledge creation and knowledge sharing.

The researcher has explained two existing innovative ways of assessment of learning namely constructivist approach theory by Holt and Willard Holt and continuous and comprehensive evaluation. The researcher has entitled certain principles for smart learning such as assessment of student with the help of educational values, revelation of performance with respect to the time. The researcher has considered student-centred learning outcomes. The researcher has proposed that the smart assessment should be designed by concerning the schools, boards and government. The educational instruction and assessment should be done based on liberalization, globalization and privatization. The smart assessment of the pupil should prepare strongly for adulthood. It should make the learning process more effective based on the changes occurring the surrounding.

29. D.L. Chaudhary (2011): The researcher has introduced a concept of edutainment in learning process. He has explained the concept of edutainment, which includes the education with respect to entertainment. This type of entertainment is in forms of games, dancing, music, and outdoor recreation. It was observed that the overburden of vast syllabus, the pattern of assessment leads to the stress in the pupils.

The main advantage of the edutainment is that it uses art media for effective building of connections between everyday life and syllabus. The researcher has discussed about 8 steps of edutainment. The first step includes the uses of motor development in creating the appropriate lesson plan. In the second stage, students develop positive attitude by using social studies to learn about its community. In third step, the use of visual discrimination by playing games which involves phonics which provides opportunistic environment and experiences. In the fourth step, the proactiveness of the student by developing the story telling activity. In the fifth step, the scientific values are built questions. In the sixth step, the activities which explore mathematical relationship are involved. In the seventh step, the stimulation for creative thinking is encouraged. In the eighth step, the enhancement of learning process by using music aids for development of creative thinking.
30. P.K. Manoharan (2011): The author has described the personality development process. According to the author, the life is full of struggles. This struggle enhances the individual traits of the personality. The acceptance of the failure and then evaluating self-desires is the major key-role in the development of personality. The personality changes depend upon the environmental conditions to which he/she is exposed to the mental hygiene reflects the integrity of the personality. It is not always necessary that the academic qualifications can determine the level of success. The more an individual becomes challenger; the more will be the development of the individual. Depended upon how an individual accepts the conditions and reacts over it, the personality ranges from the aggression to dynamic. If the energy is properly channelized an individual can form a constructive activities. These constructive activities make the potential development of the student. A person’s self-esteem can irradiate the emotional and integral growth. If the attitude of the individual is put as a skilful management ones. The successful personality is generated. The author has concluded that the self-growth starts from the self-efficacy and the character building.

31. S.P. Chaube, A. Chaube (2011): The authors have explained about the Spearman’s two factors theory. According to this theory, there are factors which influence the positive relationship in the abilities of improving the performance goal. The individual behaviour is determined by the self-abilities and the reaction for a particular situation. There are various mental activities which can individual undergoes; the musical ability and mechanical ability are the prominent one. The effectiveness of the co-ordination with the spearman will recognise the single interpretations. The individual character is expressed effectively by the means of the activities which are termed as the development one. The human nature and its effective use of intelligence is the monotonous interpretation. Today this theory is widely accepted as its influence is purposive mental activity. The individual interest is one of the arousal factors which enhance the performance of the individual. The use of the arithmetical methods for solving maths or the use of the special abilities for the superior developments of the individual. If the students are scoring high scores, it is because of the ability of the individual to develop the self-reasoning activities.
32. **Archana Agrawal, Shweta Chaurasia (2012):** The researchers have conducted an experimental study for comparing the teaching effectiveness by using advance organizer model with the conventional method of teaching. Advance organizer model was developed by David Ausubel where the cognition of the student is analysed by the information-processing. It represents how the learnt method is made meaningful for presentation.

The researchers have selected students of Uttar-Pradesh board studying in standard ninth. The selected samples were taught four lessons of Civics by using conventional method and then the same lesson were taught by using advance organizer model. The topics taught were the Indian constitution, Fundamental rights, citizen and citizenship, Federal and Unitary government. It was found that the traditional method of teaching in which teacher teaches by using textbook creates a monotonous environment. Whereas by using the advance organizer model, the teacher uses the previously learned material for linking with new one which develops cognitive pattern. Hence the advance organizer model teaching is more effective than the traditional method of teaching.

33. **Ajit Anandmani (2012):** The researcher has evaluated various factors influencing achievement in science in secondary school students. The researcher has influenced about the role of science in education and made it more interesting.

The researcher has used the survey method. These secondary school students of Deoria and Gorakhpur studying in standard ninth were selected. 500 secondary school students were selected from 20 schools of both urban and rural areas. Out of 500 secondary school students chosen there were 270 boys and 230 girls. The researcher used self-made tools. The tools used which contains testing of achievement in Science and socio-economic status. The effective use of the computer and internet facilities were also evaluated. From the obtained data, it was observed that there is no significant difference in achievement in science with respect to gender. Further it was observed that socio-economic background of the family has a positive impact on the achievement in science of secondary school students. The impact of co-curricular activities of rural students has no significant effect on achievement in science. The urban students had positive influence on achievement in science of secondary school students by viewing the co-curricular activities.
34. Aruna Mohan (2012): The researcher has enlightened the readers about the use of art as a skill for academic motivation development. The researcher has introduced art as a meeting of human needs by using both activity and feelings by projecting the self-present work. It helps the children to grow creatively and mentally. The self-expression, self-actualization and self-realization can be achieved effectively. The student is able to concentrate more effectively when concrete objects such as seeing and feeling is used. Art helps in recognition of various different learning styles for learning. It develops the opportunity for and individual to become a good listener and a good observer. The use of art during academic learning makes the learning process more enthusiastic for the learners. Art helps in the understanding of different types of personality. The use of the appropriate art skill will help to assist the reduction in bridging the communication gap between the young and adult. It promotes the emotional development and integrates the personality. The music is the language which helps in expressing creativity. The freedom of expression helps in the creative writing. The role-play action provides the opportunities to express difficulties. The free play provides an opportunity to gain the feeling of expression.

35. D. Venkataraman (2012): The researcher has used the judgement of student’s emotional actions with respect to the brain dominance. The researcher has used the effect of cerebral dominancy on understanding and judging emotions from photographs. The researcher has used SOLAT (The style of learning and thinking) tool as its research tool. The 200 students of class tenth were selected randomly by the researcher from 3 government schools. The researcher has used emotional actions in which 12 different types of facial expressions were evaluated. The results show that the boys with right-brain hemisphere dominance are able to discriminate facial expression better than girls with right-brain hemisphere dominance. It was found that there is no difference in integrated-brain dominance of identifying the emotional actions from the photographs. It was significantly found that the boys with the right brain dominance are much better than the girls with right-brain dominance. It is found that right hemisphere dominance students are more creative, productive and have concrete thinking compared to the students with left hemisphere dominance students.
36. NajmaUnnisa (2012): The researcher has put a light on the problems concerns with the academic adjustments of the schools by the pupils. In academic adjustment, the factors such as pupil's intrinsic interest, the positive attitude towards achievement of goals, the efforts put forth for the academic performance. For college students, the following areas need to be adjusted. They are the social psychological relations and personal psychological relations. In social psychological relations the researcher took into consideration the moral and religious values, whereas in the personal psychological relations, the researcher considered the personal health, socio-economic conditions. The maladjustment is found in many students. It is due to difficulties faced by the pupil in his the adjustment. The maladjustment can cause various effects such as nervous disorders, habit disorders and behaviour disorders. For nervous disorders fear and depression are observed. In case of habitat disorders, the speech stammering and excretion are found. The aggressiveness, hallucination and truancy can be seen in behavioural disorder. It develops the youngster's self-respect and encourages the self-esteemed.

37. P.R.SubhasChandran, S. Kadhiravan (2012): The researchers have analysed the self-regulated learning and cognitive styles of the higher secondary school students. Self-regulated learning means the development of the knowledge, skills and attitudes for the effective learning. Cognitive style of an individual includes how an individual think, analyse and organise the information. The researchers have used normative survey. The 6 different colleges in Madurai were selected. Total 312 students were selected by stratified random sampling. The researchers have used self-regulated learning scale by Kadhiravan and Personal styles inventory by Taggart and Taggart. From the data obtained it was found that the self-regulated learning has a large impact on the cognitive style learning. It was observed that self-regulated learners utilizes both logical as well as intuitive mode of brain functions, which includes planning, visualizing, analysing, insight and sharing. The self-regulated learning plays a significant role on regulating the academic achievement. It reflects the qualitative and quantitative aspects of teaching-learning process. It gives the opportunities to
focus on goal development and attainment. Self-regulatory competencies of students are enhanced by the initiatives of curriculum planner.

38. PuneetRahi (2012): The researcher has explained how the innovations are necessary in teaching-learning process. The researcher has explained that innovation is done from existing resources. The innovative method needs the use of technology. The use of multimedia can be done effectively as the multimedia uses integrated multi-sensory presentation. It gives the uni-directional flow of knowledge. The mind map is another innovative method which can be implemented. It helps in generation, visualization and construction of the organizing information. This also develops effective problem solving method. Use of sense of humour in teaching makes the learning sessions stress-free which makes the learning process effective. Z to A approach can be used to explain the application of the learnt part first. Use of mnemonic words for memorising the difficult concepts. It helps the student to secure good marks in examination. The most widely used method is an action research. It is a problem-solving strategy used for effective operational scope. Think tank session is a method where the play cards are used to learn new words. The photo language session is the learning process was the photographs and pictures are used for the study of new concepts.

39. Satya Mohan, Donald Perras (2012): The researchers have study the various factors which can be added for the curriculum development of 21st century. The researchers have emphasized on the need of the use of technology. The researchers have selected 112 men educators and 88 women educators from the schools of Hyderabad and Andrapradesh. The educators selected were between the age of 25-55 and their experiences are about 5-25 years. The subjects selected were science, maths, social studies, languages and ICT. The researchers have designed a question, based on the active learning, student’s interest, multiple literacies, inventive thinking, effective communication and various teaching methods based on learning styles using Bloom’s Taxonomy. It was found that while testing the effectiveness of teaching open and closed questions can be included. The teachers should use creative thinking skills models. The students should be given a explore for different learning skills.
researchers have suggested the investigation and the learning process. Learning through the projects needs to be involved with the technology tools. The online-resources can be provided by using the learning materials. The speeches and communication skill can be well developed.

40. Sobha B.C (2012): The researcher has evaluated the effect of folk mathematics on achievement. Folk mathematics means theorems, definitions, proofs and mathematical facts or techniques which circulate among people by the mouth word of people. It is an informal mathematical practice which does not appear in print, book or in journals. To evaluate the effect of the folk mathematics, the researcher has selected 60 students from standard seventh of Government Tamil School, Thiruvananthapuram. The researcher has used achievement tests and lessons plans as the research tool. The researcher has used knowledge, understanding, application and skill as the objectives. It was observed that knowledge gained by the students by using folk mathematics was more significant and precise. The students who gained the knowledge by using folk mathematics are able to apply it more effectively. The skill used for the learning the content by means of folk mathematics is more defined and appropriate. The researcher has concluded that the folk mathematics is one of the methods in learning mathematics which can develop the student’s interest towards learning and make the learning process more enjoyable.

41. A. Parameshwar, Mahender Reddy Sarsani (2013): The researchers have evaluated the secondary school student’s attitude towards the learning of English language. The importance of learning English in an academic curriculum is stated.

The researchers have selected 450 students of 10th class of Warangal district of Andhra Pradesh. Theresearchers have given special reference to their gender, caste, type of management of the school and location of the school. The researchers have used normative survey method, for evaluation of attitude of the students towards learning of English. The researchers have developed a tool for student’s attitude towards learning of English. After the conduction of survey, the researchers have obtained following results. It was observed that secondary school students have positive attitude towards learning of English. The influence
of caste is not found on these students learning attitude. However, the boy’s attitude towards learning of English is more favourable than the girls. It was also observed that the secondary school students studying in the private schools have more favourable attitude towards learning of English compared to the government and zillaparishad schools students. The rural students have more positive attitude towards learning English. The researchers concluded that due to parental background and socio-economic status the researchers found the substantial differences in results.

42. A.Ponnambala, P. Swamydhas (2013): The researchers have analysed how the practical classes in zoology for higher secondary school students are organised. The participant was given coaching in the science laboratory. Scientific facts play an important role in the evaluation of effectiveness of the study. As the researchers deals with the science laboratory and the practical classes 150 higher secondary school students were selected for study. The selected students were from Kanyakumari, Tirunelveli and Thoothukudi districts in Tamilnadu. The questionnaire were divided into 2 sections in which first section deals about how the students are satisfied with the help of effective planning of practical sessions conducted in their colleges. In second section of the questionnaire, how the medium instruction and the effective management of the work play a significant role was evaluated. It was observed that compared to rural area the urban schools have the better working and also organizations of practical classes. The teachers with a higher qualifications used various innovative technique for easier understanding of the research practical. The teacher which followed both English and Tamil as medium of instructions were better in performance. The private-aided schools have well established science laboratory.

43. AktharParveen, V. Prabhaker (2013): The researchers have evaluated emotional maturity in post-graduate students. The emotional mature person has more control over his/her emotions which helps in self-confidence and motivation gaining. The researchers have selected 200 postgraduate students of Arts and Science of Kurnool district. The research method used was descriptive survey method. The
The tool used was the questionnaire made by Dr. Yashvir Singh and Dr. Mahesh Bhargava for testing emotional maturity. It was observed that male students have high emotional maturity than the female students. Further, when the emotional maturity of Arts and Science students were evaluated, it was found that Arts students have less emotional maturity than the Science students. The medium of instruction and the rural or urban background of the postgraduate students have no impact on their emotional maturity. From all the result obtained, it was concluded that the emotional maturity of the postgraduate girl is very low. Thus the researchers have recommended that the girls need counselling and moral support for being emotionally matured. The various awareness programmes need to be organised to train the girls for tackling the self-problems.

44. D. Hassan, K. K. D. Surekha (2013): The researchers have evaluated the study habits of second year degree students. The study habits includes the reading, writing and note making.

The researchers have selected 200 students of Krishna District, Andhra Pradesh. The researchers have used a standard study habits tool prepared by NIMHAN’S, Bangalore. The criteria’s such as hours of study, habits of concentration, examination stress, note making skill and social and family distractions were taken into consideration. There was no significant difference found in study habits of girls and boys. Also, the medium of instruction do not influences the study habit of the second year degree students. The students from the rural and urban areas are found to have same study habits. Further, the residence place of the student’s studies has no impact on the learning habits. The researchers have emphasised on the importance of the study habits for inculcating on the young students. If the students are trained with proper study habits at elementary stages they can achieve high goals.

45. Fathima Jaseena M.P.M. (2013): The researcher has explained how “Educational aspiration” plays a role during stress period. Educational aspiration is an individual’s desire for obtaining particular status, goals and objectives. The researcher has discussed about various components of aspiration, which are attitude, motivations and socio-cultural. The attitude of an individual discuss about the emotion, target, direction, intensity and consistency. In motivation it
compels and energizes an individual to act or behave in a particular manner. The socio-cultural determines the life-achievements with respect to value-oriented personality. Further the researcher has enlisted certain impact on educational aspirations, such as the mechanisms for achieving good educational and occupational outcomes. It brings changes in a total development of the student. It was observed that the individual with the higher aspiration understands his own abilities and capacities, by making them more ambitious. The researcher has recommended strategies for raising educational aspiration, which includes creating the environment which will stimulate the involvement in extracurricular activities. The reduction of socio-economic gender inequalities is necessary for gaining attitude of higher educational aspiration.

46. G.Hemalatha (2013): The researcher has study the influences of learning styles on the academic achievements. There are four domains in learning styles namely imaginative, analytical, common sense and dynamic. The researcher has used ex-pot facto research by using stratified random sampling technique of 600 undergraduate and post-graduate levels in the selected colleges of Chennai studying Chemistry. The researcher has used learning style inventory for the analysis. As the researcher has used Chemistry subject students as the sample, it was positively observed that these students use analytical and common sense learning styles. For academic achievement, the student should be motivated for adopting imaginative and dynamic learning styles which can make these students easier to recall the chemical formulas, structures. For achieving competitive learning style it develops the achievement goal in the students. The students should be trained to apply the practical knowledge in their day-to-day life. The environmental issues should be exposed to these Chemistry students. The learning Chemistry develops the co-operation, adjustment, patience, interpretation and manipulation. The Chemistry students are able to arrange their work systematically.

47. Hem LataKhati (2013): The researcher has evaluated intellectual ability, emotional intelligence and spiritual intelligence of postgraduate students. These categories are related to gender, academic stream and academic attainments of the students. The researcher has selected 340 postgraduate students studying in
Kumaun University, Nainital from 3 streams namely Arts, Commerce and Science. From the results obtained, it was observed that there is no significant difference in intellectual ability, emotional intelligence and spiritual intelligence with respect to the gender. It was observed that intellectual ability is not significantly related with emotional intelligence. On the other hand, there is positive relationship found between intellectual ability and spiritual intelligence. The study shows that the academic attainments are significantly related to intellectual ability whereas the spiritual intelligence is related to the few extent of the academic attainments.

48. J.M.ArulSekar, P.Annaraja (2013): The researchers have evaluated the correlation of metacognition and teaching competency of mathematics teacher-trainees. Metacognition is the individual's knowledge, control and awareness of his/her learning processes. The researchers have selected 250 mathematics teacher-trainees in which the factors such as gender, locality and educational qualification. The students selected were from Thanjavur and Pudukottai districts of Tamilnadu. The researchers have designed the tool by using metacognition inventory by PunithaGovil and Teaching competency scale by Dorathy Rani. From the data obtained, it was found that comparing to the values of knowledge of cognition and regulation of cognition is higher than the values of metacognition. Further, it was observed that knowledge of cognition in the females is more significant than the male mathematics teacher-trainees. With respect to the teaching efficacy, the female mathematics teacher trainees use the teaching skill very effectively. There was the significant relationship observed in teaching competency with respect to the knowledge of cognition of the mathematics teacher trainees.

49. NajmaUnnisa (2013): The researcher has evaluated the level of aspiration and academic achievements of teacher trainees. The level of aspiration is the person’s ambition for acquiring the goal.

The researcher has selected 40 teacher-trainees, 20 from Science and 20 from Social studies from the teacher educator institute in Hyderabad. The researcher has used Dr.M.A.Shah and Dr.MaheshBhargava test for analysis. It was observed that the level of aspiration set by the science trainees is more than the
social studies one. The goal discrepancy of social studies teacher trainees are more than the science teacher trainees. Further, it was observed that the level of aspiration and academic achievement of teacher trainees is found to be low. The researcher has suggested that the level of developing the habit of aspirations in teacher educator should be developed. The suitable measures should be carried for enhancing the level of aspiration for making them more productive.

50. Prabha S. Chiniwar (2013): The researcher has evaluated the effectiveness of CAI with respect towards learning English grammar. The use of Computer Aided Instruction (CAI) helps the students to test theoretical concepts and abstract ideas related to the subject content. For analyses, the researcher has selected 100 students from 2 different schools studying in standard eighth of Kannada medium. The researcher has used experimental studies for evaluation of attitude towards English grammar. After the conduction of pre-test and post-test, certain observation was obtained. It was observed that there is no significant difference towards the attitude of English grammar by use of conventional and experimental group, before the treatment. However, after the implementation of the treatment there was a significant difference between conventional group and experimental group with respect towards English grammar. In case of evaluation of the achievement in English grammar, there is a significant difference obtained after the application of the treatment, in the conventional group and the experimental group.

51. Randeep Pannu (2013): The researcher has evaluated academic achievement with respect to cognitive styles, location and gender of higher secondary school students. Cognitive styles are the characteristic, self-consistent and the individual perception towards particular task. The researcher has selected standard eleventh higher secondary school students of Amritsar district. 585 males and 661 females were selected by cluster sampling technique. The cognitive style inventory questionnaire was used. Along with this questionnaire final examination standard tenth score were evaluated. By means of Anova analysis, it was observed that there was no significant impact of location on cognitive style, systematic cognitive style, intuitive cognitive style and gender. Whereas it was observed that interaction between gender and intuitive cognitive
style has a significant influence on the academic achievement. It was observed that at each levels of intuitive cognitive style such as low, medium and higher, it was found that the female higher secondary school students have higher academic achievements with compared to the male higher secondary school students. Whereas the researcher has observed that academic achievement of males in terms of medium high level with respect to intuitive cognitive style is found to be significantly higher in males.

52. Ram Mehar, Vipin Kumar (2013): The researchers have evaluated the effect of audio-visual aids on achievement in Physics in relation to creativity. The audio-visual aids helps in stimulation of a child’s interest towards developing its own imagination and creativity. The creativity helps in the arrangement of old elements in a new form.

The researchers have selected 50 students from S.D.Public school and 50 students from S.D.Model school from Jagadhari, Yamunanagar and Haryana. The selected samples are studying Physics. The researchers have used the tool of verbal test of creative thinking by Mehti and the achievement test in Physics was prepared by the investigators. The researchers have also prepared 5 lessons in Physics using audio-visual aid. After the implication of the test, it was observed that the performance of students through audio-visual aids of teaching Physics was improved significantly. It was found that the audio-visual aids and the conventional teaching together cannot increase the level of achievement. The creativity level of the students has found to be enhanced by use of audio-visual impact.

53. Sapna Tejwani, J. Silviya Thomas (2013): The researchers have emphasised on the use of M-learning. The use of mobile learning is very impactful. The prominent features of M-learning include the innovative method of knowledge acquisition which helps during immediate and urgent need of learning. The integration of instructional context can be recorded, reinterpret, related and reprinted. While recoding the content, an individual can capture the image of it. By using personal analysis, learner transforms the knowledge into the new information. The one of important advantage of using the mobile is that the learner can share the information with another learner. The reprinting of the
information is easily possible. The major advantages of M-learning are that the learner can use it anywhere, any time. It is easiest and fastest way for accessing the information. The use of video-conferencing can be helpful for clarifying the doubts. The mobile are fairly light weight device so it is handy to carry easily anywhere. It improves the participation and learning retention of the students. The dis-advantages of M-learning are the data can be loosed due to discharged of batteries and low storage capacities of devices. The device can become outdated quickly. Due to limited wireless networking it may decrease the user’s participation.

54. Santosh Kumar Mishra, Sangeeta Jain (2013): The researchers have evaluated the impact of achievement motivation with respect to the gender and the locale. The researchers have selected 100 students of 4 schools from Palwal district. The researchers have used ex-post facto design. The research tool used was academic achievement motivation test (AAMT) by T.R. Sharma. From the obtained findings, there was no significant difference on academic performance of the students in mathematics with respect to the impact of motivation. Further it was observed a significant difference in academic achievement of highly motivated and low motivated students. It was observed that there is significant difference in the academic achievement of highly motivated boys with comparison to low motivated girls. It was also found that the urban students are more motivated than the rural area students.

The researchers have summarised that the mathematics subject teacher should try various methods for motivating the students for learning mathematics. The researchers have suggested that individual difference with respect to ability, background and attitude must be taken into consideration. Learning experiences by using various methods can also be used for enhancing learner’s feelings.

55. Tandel Sudhirkumar Haribhai, Goradiya Pinal D. (2013): The researchers have introduced different types of tools for assessing metacognitive skills. The technique of metacognitive evaluation can be followed by various methods. The first method is online and off-line methods. In online method the individual will conduct the task based on the performance in which the observed behaviours are better predictors for learning outcomes. In case of offline method, the learning
outcomes are considered retrospectively. In peer assisted learning, the learner is able to have face to face interaction. The major advantage of this technique is that learner gets lots of opportunities for the interaction. The second method the researchers have discussed is prospective and retrospective concurrent methods. In prospective concurrent method, the student is provided with the likert-type of the scale in which the student’s behaviour is represented. In case of retrospective concurrent technique, the questionnaires and interviews are designed in a such a manner that they can assess the metacognitive skill of the student. The third method proposed by the researcher is thinking aloud method. In this method, the students are asked to talk aloud when they are thinking or problem solving the learning protocols. The fourth method is the observational method where the students are allowed to recall by nonverbal instruction. General and domain specific method can also be employed.

56. Vijayakumari S.N. et.al (2014): The researchers have evaluated metacognitive-co-operative learning approach for enhancing mathematics achievement. Metacognition helps the students to know their strengths and limitations. The researchers have selected 54 students of standard ninth studying in Kannada district. The researchers have used strategy-self-questioning and IDEAL (Identification, definition, exploration, action and looking) through cooperative learning approach by selecting the topics of standard ninth mathematics textbook of Karnataka state syllabus as a research tool. The another research tool used was the achievement test in mathematics. The researchers have conducted the research by using post-test only by using control group design. The research was conducted in 3 phases. From the analysed data, it was observed that when metacognitive co-operative learning approach enhances the mathematics achievement. Further, it was observed that the metacognitive-co-operative learning was found effective for both the higher as well as the lower achievers when compared with traditional method. With respect to the achievement in mathematics the development was observed in high achievers more significantly than the lower achievers. The researchers have recommended that the workshops and seminars should be conducted for in-service teachers by using practical as well as theoretical experiences of metacognitive-cooperative learning approaches.
57. Ch. S. Sailaja (2015): The researcher has described how the word recognition skills in English are effective. He has emphasised about the reading as an activity. The researcher has categorized reading into two skills namely, reading for word perception and reading for comprehension.

The reading for word perception includes recognition of the words based on their shape and appearance. It involves first recognition of letters and words. In the reading comprehension, two mechanics are used pronunciation and punctuation with expression. The understanding meaning of surface level and a desire inspire the reader to understand on his own. In order to help a child in this task, a teacher must train first. The instructional techniques are useful to design frame work. Most of the recognition technique is based on the visual techniques. The teacher should use various visual aids for speedy and accuracy in reading. In visual discrimination the student is taught how to discriminate the difference between the letters and the spelled words. In visual memory, the teacher trains the student for the effective use of the eyes to learn and to remember. The teacher should make the students familiar with the context clues obtained during the recognition of the English skill.

58. K. Thiyagu (2015): The researcher has discussed the use of Podcast in education. Podcast is a digital recording of a radio broadcast programme, which can be shared or listen. The researcher has introduced how the podcast is created. At the initial stage, one should look for the software which can record the audio. In next stage the recorded audio should be checked. Later online publish of podcast can be done. The content of the podcast can be linked with the help of URL. The software such as Audacity, Podomatic, Odiogo and Garage band can be used for creating the podcast. The researcher has enlisted the following points as its use in implications of open educations namely, the innovative way for preserving academic information can be used anywhere in the world. The major advantage of the podcast is that the academic experts can be collaborated together and by means of oral traditions and art of speaking the learning process is worked. The podcasts serve as historical artifacts for the sharing of new discoveries. The use of podcasts helps in maintaining the quality and authenticity. The freedom of speech plays an important key role in podcast. The benefits of
podcast in E-learning is vast, it can be used 24/7. Students can post their reviews helps when a classed is missed; it’s a good advantage for audio-visual learners.

59. M.V.Sastry (2015): The researcher has suggested various ways to maximize the performance. The researcher has emphasized self-determination as the major factor to develop the opportunities of self-belief. The most important factors are to maximise the performance of thinking positive towards the task. Thinking positive enhance the competency value in the humans, this helps to overcome the failure and enhance the achievement goal. When a person faces obstacles, they themselves start building self-confidence. It is necessary to change according to the situation, thus it makes the communication skill of the individual effective. For achieving success, it is very important for becoming life interest. One needs to be social for being progressive in the life. The person who learns from admitting the mistakes and then implements new plan is able to monitor its progress effectively. The self-determination leads to an enthusiasm and optimism in a life. To develop this one should first need to cultivate optimism, develop interest, and fix a clear goal. The constant evaluation helps in a self-maturity. The single-minded devotion and consistency leads to the reviewing of the goals and the factors which are depriving it.

60. M.UdayaRekha (2015): The researcher has expressed her own views on self-efficacy. Self-efficacy is the self-belief on his/her own abilities to succeed in specific situations. The situations make be a goal, challenge or a task. According to Albert Bandura, there are four factors which determine the self-efficacy. The experience which recalls the strategies used during failure. Modelling which makes the individual compare about the encouragement if they why not me. The encouragement is rendered by the society for increasing the self-efficacy. The physiological factors will help in determining the ones role in the self-beliefs of the situation. Those with a strong sense of self-efficacy faces the problems as a challenges, they get recover from the disappointment situation. The teacher plays a very important role in developing the self-efficacy in the students. The teacher inculcates through her/his learning session positive thoughts, which helps the pupils to develop a strong desire for achievement goal. These goals are further
obtained into the interest and which enhances the performance goal of the individual. The teacher encourages the pupil for their each successful task which builds strong confidence in them.

61. NilimaAmbadkar, ManishaPatil (2015): The researchers have studied the academic achievement of high and low class society students. The academic achievement which includes the goal setting is based on the socio-economic background exposed to them. The researchers have selected 120 students of Amravati city for analysis. It was observed that the academic achievement of high class society students is better than the low class society because the high class society students are more concerned about their academic progress. There is no significant difference was found in the academic achievement of boys and girls of high class society as the parents of high class society do not make difference in giving the educational facilities. In case of lower class society, the academic achievement for boys is more significant than the girls. The major reasons behind this difference are parents of low class society give less or no importance for girl’s education. The educational facilities to the boys are given more compared to girls in low class society.

62. Prashanthakumara.T.M. (2015): The researcher has discussed about how the teaching-learning process can be enhanced by using the technology in the classroom. The researcher has explained how technology is helpful in the learning process of the learner. It is found that the use of technology in the classroom by the teacher reduces the “Generation Gap” between the students-teacher interactions.

The researcher enlisted various technology strategies which can make teaching-learning process effective. In the E-learning the electronic media us used for the presentation and delivering of the content which is to be taught using the learner interest. The concept of learning everywhere connects with the knowledge pots. Any-time, any-where and any-context can be learned by using U-learning. In the virtual learning of technology is used for collaboration, communication and content tools. For a face to face classroom instruction with the online learning is termed as a blended learning. Now-a-days education blog refers to a simple webpages which has brief paragraphs of opinions for online learning. The wiki is
a form of web-page which helps the learner to build his/her resource by navigating the pages. In collaborative learning, the learner uses network facilities to acquire new knowledge. In M-learning the learner uses mobile by means of learning on the move.

63. Sr.P. Amutha (2015): The researcher has analysed the effectiveness of role-play technique for enhancing the achievement of standard eleventh students with respect to zoology. Role-play is a socio-drama which explores the issues involved in complex social situations. The researcher has selected 40 standard eleventh learners from the St. Joseph's Girls higher secondary school, Tamilnadu. The researcher has used the tools of syllabus based on hardware packages that were developed on the basis of Conklin’s personality test. From the obtained data through focused group discussion pre-test and post-test scores along with researcher’s own observations and the views from the classroom teachers have showed that the role-play is a useful tool for enhancing the technique of learning. It was found that the conceptual data can be analysed by the learning strategies. The multi-sensory learning helps in effective understanding of the learners. The learning process of slow learners and average learners can be enhanced by making the role-play learner centred method. The achievement goal and the learning values can be evaluated by the means of use of different role-play techniques for the development in understanding the concepts.

64. Shweta Pandey, Nivedita Paul (2015): The researchers have studied the causes of lack interest in science subject of higher secondary students. The science has the solution for all the problems related to the hunger, poverty, insanitation and illiteracy. The rapid development in the science and technology increases the mans-skill. The researchers have used self-made questionnaire. According to the data obtained the students found Physics, Chemistry subjects difficult compared to biology. Understanding principles, solving numerical, remembering chemical formulas are the difficulties faced by the students. Lack of understanding the subject leads in retaining in the science stream. Teaching aids are rarely used while teaching subjects in science, thus some of the student loses the interest in learning. The discussion on new science inventions and discoveries during the
lectures builds little amount of interest in the students. The researchers have recommended that the method of lecture used by teacher can be replaced by innovative interactive sessions.

65. J. Lizzie (2016): The researcher conducted a survey for analysing the learning environment among secondary students of Tiruvallur district of Tamilnadu. To determine learning environment, all the factors which influences the classroom climate are taken into consideration. The interpersonal relationship between pupils and their teacher is the major factor selected for analysis. The method used by the for this study is normative survey method. 300 higher secondary students were selected. Further the sample is being analysed on 3 categorises namely gender, medium of instruction and type of school board. The tool used is learning environment scale which is standardized by Prof. Srinivasan. From the hypotheses put forth by the researcher it is observed that the learning environment for female student is more than male students. According to the hypothesis testing the learning environment with respect to the medium of instruction, it was found that English medium students got more favourable learning environment than Tamil medium students. The learning environment provided school is more significant than the state board government and government aided school.

66. Maria Ximena Fonseca (2016): The researcher has analysed the impact of inclusion education on the students. Inclusion education includes the participation of the students in learning session. It may be a method of expression through speeches or participation in debates. Enhancing of the performance goal can be done by the participation in co-curricular activities. The researcher has collected data by using field work analysis. The researcher has conducted her field work in Holy Cross High School in Goa. The researcher has observed inclusive education develops the values of socialization among the students. It develops the positive understanding between the pupils. Also the academic and emotional development of special students is seen. The opportunistic to learn from the supports is obtained from the data. It was found that the child trained with an inclusive education grows and develops without fear
of failure. These students become a good human being and develop the society in turn.

67. Marlow Ediger (2016): The researcher guided the science teacher for improving students' achievement by motivation them to participate in various science activities.

The researcher has discussed various levels of learning. According to the researcher it is important to involve the students actively while a new concept is put-forth to them. When a pupil is trained with an active participation, the facts and concepts are more cleared to them. During the learning session, a science teacher should include inquiry methods. This inquiry method provides the critical thinking with a scientific reasoning. The experiments which include careful observation and then developing a hypothesis must be included. The next level of cognition is learning opportunities provided to the pupils. It is necessary to evaluate the learning opportunities with the values which are going be imposed on the mind of the students. The values should be designed based on the perceiving capacity. One of important stage of learning is to explain the importance of the content which is taught to the students. The content taught should be presented with a scientific approach. The application of knowledge and skill should be effective.

68. Venita Singh (2016): The researcher has evaluated cognitive and non-cognitive factors influencing the emotional maturity in higher secondary school students. In emotional maturity the person's behaviour with respect to social values and its ideas of expression are taken into consideration.

The researcher used 939 higher secondary school students from Punjab. In this sample selection for study, the researcher has randomly selected gender (male and female), type of schools (government and private), and areas (urban and rural).

The research tools used are emotional maturity scale by Singh and Bhargava, self-concept questionnaire prepared by Saraswat and the family environment scale standardised by Bhatia and Chaddha. The researcher has used multiple co-relations. The variables used were academic achievement, intelligence, emotional intelligence, family environment, mental health and self-concept. It was
observed that all these variables selected under cognitive and non-cognitive analysis, can determine emotional maturity of adolescents significantly.