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## MATHEMATICS ATTITUDE OF HIGHER SECONDARY MATHEMATICS STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

**D. Jayanthi**

**Dr. A. Tholappan**

### ABSTRACT

The present study is to attempt the use of mathematics and its possible relationship to Mathematics Attitude and Academic Achievement among higher secondary mathematics students. The investigators have randomly selected 220 higher secondary mathematics students from Tiruchirappalli district. A standardised tool was used. Data was analysed using mean SD and t – test. The results revealed that mathematics students of urban area are significantly higher than the mathematics students of rural area their Mathematics Attitude.

#### **Key Words :**

#### **Introduction**

Education is the process by which people acquire knowledge, skills, habits, values and attitudes. Education involves both the teaching and learning, sometimes people learn by teaching themselves in which academic achievement plays a vital role. Attitudes are commonly distinguished from beliefs in that attitudes are moderate in duration, intensity and stability and have an emotional content, while beliefs become stable and are not easily changed. Attitudes effecting behaviours is individual, not temporary and a phenomena effecting decision making process.

“Mathematics is a tool in which students get knowledge and experience about life, they learn how to deal with problems, and apply their knowledge into real life problems, they improve their ability about logical thinking and reasoning, and they are getting ready for their future.”

#### **Attitude**

Attitude is predisposition or a tendency to respond positively or negatively towards a certain idea, object, person or situation. Attitude influences an individual's choice of action, and responses to challenges, incentives and rewards.

Four major components of attitude are

- Affective: emotions or feelings
- Cognitive: belief or opinions held consciously
- Cognitive: inclination for action
- Evaluative: Positive or negative response to stimuli.

#### **Mathematics Attitude**

A ‘simple’ definition of attitude, that describes it as the positive or negative degree of affect associated with a certain subject. According to this point of view the attitude toward mathematics is just a positive or negative emotional disposition toward mathematics. (McLeod, 1992, Haladyna, Shaughnessy J.& Shaughnessy M., 1983)

Allport (1935) defined attitude as follows: An attitude is a mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations with which it is related.

#### **Academic Achievement in Mathematics**

Academic achievement in the present socio - economic and cultural context is of paramount importance.

**Dictionary of Behavioural Sciences** defined academic achievement as the level of proficiency attained in some specific area concerning scholastic domain such as reading, mathematics, science and social studies or some other subject.

**Good (1973)** defined, “Academic achievement is one part of wider term i.e. educational growth, which includes knowledge attained or skills developed in the school subjects which is usually evaluated by test scores or marks assigned by teachers or both.”

**Review of Related Literature**

**Thomas (2006)** conducted a study to determine the Attitude towards Mathematics and achievement by combining cooperative learning strategies with instruction delivered using an Integrated Learning System (ILS).

**Xin Ma and Jianymin (2004)** conducted a study to determine the casual ordering between Attitude towards Mathematics and achievement in mathematics of secondary school students.

**Need for the Study**

Mathematics is a methodical application of matter. It is so said because the subject makes a man methodical or systematic. Mathematics makes our life orderly and prevents chaos. Certain qualities that are nurtured by mathematics are power of reasoning, creativity, abstract or spatial thinking, critical thinking, problem – solving ability and even effective communication skills.

Attitude is really the disposition of an individual to learn and to develop some proficiency in some particular area. Actually it helps to acquire knowledge in a particular area and on the basis of interest the future performance of a child can be predicted.

It is a tool in our hands to make our life simpler and easier. Let us realize and appreciate the beauty of the subject and embrace it with all our heart. It is a talent which should be compulsorily honed by all in every walk of life.

**Objectives**

- ❖ To find out the level of Mathematics Attitude of higher secondary mathematics students.
- ❖ To find out the level of the Academic Achievement of higher secondary mathematics students.

- ❖ To find out whether there is any significant difference in Mathematics Attitude and Academic Achievement of higher secondary mathematics students based on the selected sub samples gender, locality and medium of instruction.

**Hypothesis of the Study**

- ❖ The level of Mathematics Attitude of higher secondary mathematics students is low.
- ❖ The level of the Academic Achievement of higher secondary mathematics students is low.
- ❖ There is no significant difference in Mathematics Attitude and Academic Achievement of higher secondary mathematics students based on their gender, locality, medium of instruction and parent’s educational qualification.

**Methodology**

Investigator adopted Normative Survey Method. The population consists all XI<sup>th</sup> & XII<sup>th</sup> Standard Higher Secondary Students studying Mathematics at Tiruchirappalli District. The investigators selected a sample of 220 by using simple random technique. The following Standardised Tool was used.

1. Tool for Mathematics Attitude was prepared and validated by Fennema – Sherman Mathematics Attitude Scale.

Mean, Standard deviation, and ‘t’ test were used as statistical techniques to analyse the data

**Testing of Hypotheses**

**Table No. 1.**

**Showing the Mean, S.D of Mathematics Attitude and Academic Achievement of higher secondary mathematics students.**

Main Variable	N	Mean	S.D
Mathematics Attitude	220	68.00	12.86
Academic Achievement	220	61.93	10.38

From the Table 1. It is evident that, the mean and standard deviation of Mathematics Attitude and Academic Achievement of higher secondary mathematics students are found to be average.

**Table No 2.**  
**Number (N), Mean (M), Standard Deviation (S.D) and ‘t’ Value of Mathematics Attitude and Academic Achievement of higher secondary mathematics students with respect to their background variables.**

Main Variable	Background Variable	Category	N	Mean	S.D	‘t’ Value	R
Mathematics Attitude	Gender	Boys	107	16.60	4.123	0.85	NS
		Girls	113	17.06	4.611		
	Locality	Rural	74	18.50	3.547	3.34	S
		Urban	146	16.37	4.221		
	Medium of Instruction	English	94	18.74	3.930	6.06	S
		Tamil	126	15.61	4.369		
Academic Achievement	Gender	Boys	107	33.45	8.10	0.19	NS
		Girls	113	33.56	8.17		
	Locality	Rural	74	33.59	8.10	0.28	NS
		Urban	146	33.43	8.20		
	Medium of Instruction	English	94	33.74	8.20	0.82	NS
		Tamil	126	33.27	8.06		

**Major Findings**

- ❖ The level of Mathematics Attitude of higher secondary mathematics students is found to be Average.
- ❖ The level of Academic Achievement of higher secondary mathematics students at Tiruchirappalli District is found to be Average.
- ❖ The Boys and Girls higher secondary mathematics students do not differ significantly in their Mathematics Attitude and Academic Achievement.
- ❖ The Rural and Urban higher secondary mathematics students differ significantly in their Mathematics Attitude and do not differ significantly in their Academic Achievement.
- ❖ Urban mathematics students are significantly higher than the Rural

mathematics students in their Mathematics Attitude.

- ❖ The English and Tamil medium higher secondary mathematics students differ significantly in their Mathematics Attitude and do not differ significantly in their Academic Achievement.
- ❖ Tamil medium mathematics students are significantly higher than the English medium mathematics students in their Mathematics Attitude.

**Conclusion**

Education is a process of human enlightenment and empowerment for the achievement of a better quality of life. In India the quality improvement of mathematics education is the greater need of today and the quality of education is also can be measured through Academic Achievement. The study may find some usefulness in the field of Mathematics learning in higher secondary level and the finding of this study may serve as a data base for the future research.

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## AWARENESS ON DISASTER MANAGEMENT OF B.ED TRAINEES

**A.Sivasankar**

**Dr.C.Ramesh**

### *Abstract*

This paper attempts to find the awareness on disaster management of B.Ed trainees. Simple random sampling technique was used to draw a sample of 1041 B.Ed trainees from colleges of Tirunelveli, Tuticorin and Kanyakumari Districts in Tamil Nadu. The tool Disaster Management Awareness Scale (DMAS) constructed and validated by A.Sivasankar and C.Ramesh (2015), had been used for collection of data. The findings revealed that the male B.Ed trainees, B.Ed trainees from urban colleges and Men's colleges are better in their awareness on disaster management than their counter parts.

### **Keywords :**

### **Introduction**

The Indian subcontinent is one of the world's most disaster prone areas. Almost 85% of India's area is vulnerable to one or multiple disasters. Of the 28 states and 7 union territories, 22 are disaster-prone areas. And almost 57% of the land is vulnerable to earthquake (high seismic zones III-V), 68% to drought, 8% to cyclones and 12% to floods. India has also become much more vulnerable to tsunamis, since the prologue activity of 2004 Indian Ocean tsunami. Losses due to disasters have shown throughout the world in terms of survival and possessions due to urbanization, escalating population and mounting deprivation of environment. The global efforts to manage disasters are not matched with the frequency and magnitude of disasters. However, for the last 15 years or so some new thinking on disaster management has emerged at global level which pleads for a proactive and preventive approach and integrates a better amendment in mitigation of disasters. Teachers play a vital role in creating and practising the wakefulness on disaster management. By educating the students along with the prospective teachers can definitely enhance the mitigation strategy to an overall development in the field disaster risk deduction management.

### **Significance of the Study**

The importance of education in promoting and enabling Disaster Risk Reduction (DRR) and awareness has already been identified by researchers and policy makers. In doing so, there is a renewed focus on disaster awareness education in schools and colleges. Mainstreaming the awareness on disaster management into school and college curricula aims to raise awareness and provide a better understanding of disaster management for children, teachers and communities. It is a well-known fact that both natural and human made disasters force people to move out of their land, For example. Tsunami in South Asia in December 2004, Gujarat earthquake, South Indian flood 2015, the Orissa super-cyclone and scores of floods and droughts in other parts of our country have rendered thousands of people homeless and jobless. Advance preparation on the part of administration and local communities are made to face the consequences of sudden calamities.

The primary necessity is that of building awareness among the people in general and among administrative personnel in particular. There is increasing evidence that students of all ages can actively study and participate in disaster mitigation measures, and also work with teachers and other adults in the community towards minimising risk before, during and after disaster events. Methods of

participatory vulnerability assessment, capacity assessment and hazard mapping have been used with broader communities surrounding schools and other institutions of education and research. Government can effectively reach out to communities through teachers and prospective teachers to protect them by focusing on survival of mankind in disaster risk minimizing initiatives to achieve greater resilience to disasters.

**Operational Definitions of the Terms Awareness on Disaster management**

According to the investigator, it is a state of elementary or preliminary consciousness about disaster management.

**B.Ed. Trainees**

The students those who are studying in Colleges of Education to pursue the Degree of Bachelor of Education. (B.Ed)

**Objectives of the Study**

1. To find out significant difference between the mean scores of awareness on disaster management of B.Ed trainees with respect to gender.
2. To find out significant difference between the mean scores of awareness on disaster management of B.Ed trainees with respect to locality of the college.
3. To find out significant difference among the mean scores of awareness on disaster management of B.Ed trainees with respect to nature of college.

**Null Hypotheses**

Based on the above objectives null hypotheses formulated

**Methodology**

The Investigators had chosen survey method to study the awareness on disaster management. The sample taken for the study constitutes 1041 B.Ed trainees (105 are male and 936 are female trainees) from 24 colleges of education in Tirunelveli, Tuticorin and Kanyakumari Districts. Simple random sampling technique was used to draw the sample.

Disaster Management Awareness Scale (DMAS) had been constructed and validated by A.Sivasankar and C.Ramesh (2015), to assess the awareness on disaster management of B.Ed trainees and the scale has no dimension.

**Null Hypothesis 1:** There is no significant difference between male and female B.Ed trainees in their awareness on disaster management.

**Table - 1  
Difference Between Male and Female B.Ed Trainees in Their Awareness on Disaster Management**

VARIABLE	Male (N=105)		Female (N=936)		Calculated 't' value	R
	Mean	S.D	Mean	S.D		
Awareness on Disaster management	53.75	9.24	49.58	10.12	4.341	S

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the table that there is significant difference between male and female B.Ed trainees in their awareness on disaster management. Comparing the mean scores the male teacher trainees have better awareness than the female.

**Null Hypothesis 2:** There is no significant difference between rural and urban colleges B.Ed trainees in their awareness on disaster management.

**Table - 2  
Difference between B.Ed trainees of rural and urban colleges in their awareness on disaster management**

Variable	Rural Colleges (N=615)		Urban Colleges (N=426)		Calculated 't' value	R
	Mean	S.D	Mean	S.D		
Awareness on Disaster	49.50	10.50	50.73	9.47	1.975	S

management					
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(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the table that there is significant difference between B.Ed trainees in their awareness on disaster management.

**NULL HYPOTHESIS 3:** There is no significant difference among B.Ed trainees of rural and urban colleges in their awareness on disaster management with respect to nature of college.

**Table - 3**

**Difference among B.Ed trainees in their awareness on disaster management with respect to nature of college**

Variable	Source of Variation	Sum of Squares	df	Mean Square Variance	Calculated 'F' value	R
Awareness on Disaster management	Between	5315.14	2	2657.57	27.31	S
	Within	100982.74	1038	97.28		

(At 5% level of significance for (2, 1038) df, the table value of 'F' is 2.99 )

It is inferred from the table that there is significant difference among B.Ed., trainees in their awareness on disaster management with respect to nature of college.

**Table 3 (A)**

**Post Anova - Waller-Duncan Test**

Nature of Colleges	N	Subset for alpha = 0.05	
		1	2
Men's	50		53.80
Women's	289	46.47	
Co-Education	702		51.19

While comparing the mean scores of men's (53.80), women's (46.47), and Co-Education colleges (51.19), B.Ed.

trainees of men's colleges are better aware than their counter parts.

**Findings and Interpretations**

Male B.Ed trainees have more awareness on disaster management than that of the female B.Ed trainees. This may be due to the fact that at the time of disaster or the pre and post disaster milieus are highly tragic to male, when compare to females. So the primary awareness activity, education or an initiative to withstand the disaster risk reduction is to start-up with a male, whose profound able inventiveness to lessen the hazardous event.

B.Ed trainees from urban colleges are better in their awareness on disaster management when compare to B.Ed trainees from rural colleges This may be the due to the fact that the disaster effects compare from urban to rural areas is quite different in the sense they are far away from ruralisation but closer to techno based mitigation systems and they are having high level of awareness on disaster risk reduction, so there is so no surprise that the educational institution reside at urban areas are better in the awareness on disaster management.

B.Ed trainees of men's college are better than their counter parts in their awareness on disaster management. This may be due to the fact that biologically male's physic are well strengthen in nature than the female's the awareness on disaster management education is comprises of both theoretical and practical sessions. The main drawback is some of the practical sessions conducted in colleges; schools and etc are only handled to men's only. So they got some extra inclusion than the females.

**Conclusion**

On the basis of the findings, knowledge of disaster management principles and practices is fundamental for disaster risk reduction. All disaster management centres in the metropolitan areas and districts are required to play an active part in engaging schools and colleges to ensure a practical way of

approaches to initiating the awareness programme. The inclusion of disaster management in the curriculum, aims to empower the learners with such knowledge that they have the ability to understand disaster risk and the capability to reduce the impact of a hazards. So on developing the knowledge about the disaster and its management the teacher's role is very effective and inventive.

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# EMPLOYABILITY SKILLS OF UNDER GRADUATE STUDENTS

Mrs. M.

Prabha

## ABSTRACT

Helping students develop employability skills is vital for coping with today's economic realities. Researchers, employers and education providers are devising strategies to promote development of soft, transferable or employability skills. In this study, the researcher focused on 10 employability skills viz: communication, problem-solving, team work, planning and organizing, creativity/innovation, independent study, numeracy, ICT, self-management and time management. Using the 10 employability skills. The study sought to ascertain the employability skills level of under graduate students. 1010 students of Arts and science college students from 3 colleges were taken from various Government, Government Aided and Private colleges in Salem district. Normative survey method was adopted and stratified sampling technique was employed. The data collected were subjected to statistical techniques t - test and F-test. The findings of this study revealed that male students had better employability skills than female students.

## Introduction

Employability is about work and the ability to be employed, such as:

- the ability to gain initial employment; hence the interest in ensuring that 'key skills', careers advice and an understanding about the world of work are embedded in the education system
- the ability to maintain employment and make 'transitions' between jobs and roles within the same organization to meet new job requirements, and
- the ability to obtain new employment if required, i.e. to be independent in the labour market by being willing and able to manage their own employment transitions between and within organisations.

Employability Skills are "The skills one need to enter, stay in, and progress in the world of work – whether one work on own or as part of a team". Employability refers to a person's capability of gaining initial employment, maintaining employment, and obtaining new employment if required (Hillage and Pollard, 1998). In simple terms, employability is about being capable of getting and keeping fulfilling work. More comprehensively, employability is the capability to move self-sufficiently within

the labour market to realise potential through sustainable employment. For individuals, employability depends on the knowledge, skills and abilities (KSAs) they possess, the way they use those assets and present them to employers, and the context (e.g. personal circumstances and labour market environment) within which they seek work.

## Developing employability skills: role of higher education

Employability traits and skills are very amenable to being taught. These skills are best learned when they are included among instructional goals and explicitly taught. Employability skills to students should be imparted through democratic instructional approach and standard indoctrinational approach. 'Indoctrinational instruction is described as a process by which students are given information in such a manner that they are discouraged or prevented from questioning its validity. Democratic approach are said to raise students consciousness about values, attitudes, and worker responsibilities. Pedagogical strategies such as role playing, simulation, problem solving and group discussions are democratic in nature because they encourage students to explore their

attitudes and do not advocate one particular outcome. Institutes of higher education can make efforts to develop the employability skills in three domains, technical, human and conceptual. These can be achieved during the teaching learning process itself.

### **Review of Related Literature**

Vani Bhagwath et al (2013) in her study entitled “Employability skills of MBA students in delhincr”. The study concluded that, the institutions can do updating the curriculum or course content, Enhancing their intellectual capital, Adopting optimal HR policies. Chithra. R (2013) in her study entitled “Employability skills -a study on the perception of the engineering students and their prospective employers” The study concluded that, the students with work experience have better awareness of the employability skills than the students with no work experience. Enhancing the skills and application of knowledge through specific training will enable the workers to perform their jobs in the best possible manner and that is the need of the hour.

### **Need for the Study**

Employability skills are those personal and daily living habits that have been identified by employers and young entry level workers as essential for obtaining employment and for success in the work place. These are skills that must be taught with the same rigour as basic skills. The development of such skills is a life long process, with performance being related to a student’s ability and age. Teachers at all age levels have responsibility to teach employability skills. The concept of “student employability skills” has increasingly become the concern of stakeholders in education and indeed employers of labour. It comprises of students’ skills and potentials for obtaining and succeeding in a job. This study is centered on under graduate students’ employability skills.” It is ascertained that while the students are generally competent, they are not

excellently competent in some employability skills, such as problem-solving, ICT and time-management skills. The current study focuses on employability skills of under graduate students as it is high time to study their skills and enhance their skills as education is development of all round personality

### **Statement of the problem**

**“EMPLOYABILITY SKILLS OF UNDERGRADUATE STUDENTS”.**

### **Operational Definitions of the terms**

#### **Employability Skills**

In the current study employment skills include 10 skills categories namely Communication , Problem solving, Team work, Planning & organizing, Creativity/ innovation ,Working with others ,Independent study ,ICT skills, Self management skills and Time management/prioritizing skills.

#### **Undergraduate Students**

The students who are studying in Arts and Science College in the third year, in the academic year 2015-2016 in Salem district are referred to as Undergraduate students.

#### **Objective of the study**

To identify the employability skills of Undergraduate students in Salem District

#### **Hypothesis of the study**

There is no significant difference in the employability skills of undergraduate students based on the select sub samples gender, locality, age, Medium of instruction, type of management, subject specialization and birth order.

#### **Research method**

Normative survey method was adopted for the study.

#### **Sample**

Stratified random sampling technique was used to draw a sample of 1010 students of Arts and Science college students were taken from various Government, Government Aided, and Private college in Salem district have been selected for the study.

#### **Tool**

The research instrument namely Student Employability Skills Scale (SESS) is a self constructed 30 item scale with 5 point loading ranging from “Excellent” (4) to “Not at all” (0). The items were group according to the 10 skills categories namely Communication, Problem solving, Team work, Planning & organizing,

Creativity/ innovation, Working with others, Independent study, ICT skills, Self management skills and Time management / prioritizing. The tool was standardised by a pilot study. The reliability score of the tool was found to be 0.784 (Chronbach-Alpha Test)

### Data Analysis

**Table-1 Showing the mean vales of employability skills of the select samples**

Variabl	Es1	Es2	Es3	Es4	Es5	Es6	Es7	Es8	Es9	Es10	Total
Male	9.93	10.12	13.55	10.58	10.68	10.70	10.78	10.74	6.83	11.64	105.53
Female	8.67	9.16	12.97	9.84	9.73	9.91	9.91	9.95	6.34	11.45	97.92
Rural	9.06	9.53	13.40	10.64	10.65	10.69	10.72	10.81	7.22	11.74	104.42
Urban	9.41	9.69	13.20	10.02	10.01	10.14	10.18	10.14	6.31	11.46	100.56
English	9.07	9.46	13.02	10.19	10.13	10.22	10.30	10.43	6.81	11.64	101.23
Tamil	9.64	9.90	13.62	10.24	10.32	10.44	10.43	10.22	6.26	11.41	102.50
19-20	9.31	9.70	13.29	10.20	10.21	10.33	10.44	10.36	6.58	11.49	101.91
21-23	9.35	9.49	13.36	10.22	10.29	10.21	10.12	10.32	6.62	11.70	101.64
Above23	8.77	9.48	12.32	10.30	9.73	10.50	10.25	10.27	6.41	11.61	99.64
Govt.	9.06	9.53	13.40	10.64	10.21	10.69	10.72	10.81	7.22	11.74	104.42
aided	9.69	9.95	13.72	10.30	10.65	10.53	10.50	10.23	6.26	11.40	102.98
Private	9.04	9.35	12.53	9.66	10.40	9.63	9.78	10.03	6.36	11.53	97.42
Arts	9.37	9.52	12.93	10.14	10.22	10.44	10.36	10.23	6.47	11.24	100.91
Science	9.49	9.88	13.19	10.32	10.16	10.41	10.56	10.47	6.84	11.59	102.90
Business	9.07	9.55	13.64	10.19	10.23	10.09	10.16	10.35	6.48	11.79	101.52
Single	9.05	9.71	13.23	10.29	10.21	10.24	10.21	10.11	6.87	11.55	101.40
First	9.28	9.55	13.40	10.18	10.05	10.30	10.44	10.39	6.57	11.40	101.56
Middle	9.38	9.59	13.24	10.28	10.41	10.33	10.27	10.36	6.36	11.78	102.00
Last	9.47	9.84	13.04	10.10	10.21	10.33	10.44	10.51	6.65	11.50	102.10
Average	9.30	9.64	13.26	10.21	10.21	10.31	10.35	10.35	6.59	11.55	101.74

From the above table it is evident that male students have scored more in all the dimensions of employability skills.

Rural students have more skills in Team work, Planning & organizing, Creativity/ innovation, Working with others, Independent study and ICT skills. Urban students are better than rural students in Communication and Problem solving skills

English medium students are better in ICT skills and Self management skills. Tamil medium students are skilled in all the other eight skills.

19-20 years old students are good at Problem solving, Independent study and ICT skills. 21-23 years old students fared well in Communication, Team work, Planning & organizing, Self management skills, and Time management/prioritizing skills. Students who are above 23 years are skilled in Planning & organizing and Working with others .

Government college students have more Planning & organizing, Working with others, Independent study ,ICT skills, Self management skills and Time management/prioritizing skills.

Aided college students are good in Communication, Problem solving, Team work and Creativity/ innovation skills.

Arts group students are skilled in Independent study. Science group students are better in Communication, Problem solving, Team work, Planning & organizing, Independent study , ICT skills and Self management skills. Business management subjects students are skilled in Working with others and Time management/prioritizing skills.

Students who are Single children are good in Planning & organizing and , Self management skills. First born students were skilled in Team work and Independent study. Middle born students are better in Creativity/ innovation

,Working with others and Time management /prioritizing skills. Last born students are having Communication, Problem solving, Working with others, Independent study, ICT skills, Self management skills and Time management/prioritizing skills.

**Hypothesis-1**

There is no difference in the employability skills of undergraduate students based on the select sub samples gender, locality, medium of instruction, age, type of management, subject specialization and birth order.

**Table-1 Showing the mean differences of employability skills**

Variables		N	Mean	S.D.	't'	Sign
Gender	Male	507	105.53	13.986	8.119	0.01 S
	Female	503	97.92	15.751		
Locality	Rural	310	104.42	13.665	3.705	0.01 S
	Urban	700	100.56	15.923		
Medium of instruction	English	600	101.23	14.669	1.289	0.05 NS
	Tamil	410	102.50	16.313		

From the above table it is observed that the calculated 't' values are greater than the table value in two cases. Hence the hypothesis is not accepted in these two cases. The hypothesis is accepted in the other case as significant difference is not observed between the calculated and table values. Male and female undergraduate students differ in their employability skills. Rural and urban undergraduate students differ in their employability skills. Tamil and English medium undergraduate students do not differ in their employability skills.

**Table 2 Showing the employability skills of Select Categorical variables**

Variable	Sources	Sum of Squares	df	Mean Square	F	Sig .
Age Groups	Between Groups	216.872	2	108.436	.4	.63
	Within Groups	237910.682	1007	236.257	5	.2
	Total	238127.553	1009		9	.NS
Types of Colleges	Between Groups	8520.114	2	4260.057	1.8	.00
	Within Groups	229607.439	1007	228.011	6.8	.0
	Total	238127.553	1009		4	.S
Subject	Between Groups	666.999	2	333.499	1.	.24

Within Groups	237460.555	1007	235.810	4.1	4
Total	238127.553	1009		4	NS
Between Groups	75.430	3	25.143	.1	.95
Within Groups	238052.124	1006	236.632	0.6	.6
Total	238127.553	1009		6	.NS

It is found that the calculated 'F' values are less than the table value in three cases. Hence the hypothesis is accepted in these cases. The hypothesis is not accepted in the other case as significant difference is not seen between the calculated and table values of F. Undergraduate students of different types of colleges differ in their employability skills. Undergraduate students of different age groups do not differ in their employability skills. Undergraduate students of different subjects specialisation do not differ in their employability skills. Undergraduate students of different birth orders do not differ in their employability skills.

**Table 3 Showing the mean differences of employability skills of students based on types of colleges**

Types of colleges	N	Mean	S.D.	't'	Remark
Govt. aided	395	102.98	16.137	4.687817	S
Private	305	97.42	15.099		
Govt.	309	104.42	13.665	7.00	S
Private	305	97.42	15.099		
Govt.	309	104.42	13.665	1.44	NS
Govt. aided	395	102.98	16.137		

The hypothesis is not accepted in one case as significant difference is not seen between the calculated and table values of t. As the calculated 't' values are less than the table value in two cases, the hypothesis is accepted in these cases. Undergraduate students of Government aided and Private Colleges differ in their employability skills. Undergraduate students of Government and Private Colleges differ in their employability skills. Undergraduate students of Government aided and Private do not differ in their employability skills.

**Findings of the study**

Male and female undergraduate students differ in their employability skills. Male students(105.53) have scored more mean scores than the female students (97.92).

Undergraduate students of different locality do differ in their employability skills . Rural students (104.42) have higher mean value than the urban students (100.56).

English and Tamil Medium undergraduate students do not differ in their employability skills. Undergraduate students of different age groups do not differ in their employability skills.

Undergraduate students from different types of college management differ in their employability skills. Undergraduate students of Government college have higher mean value (104.42) than the aided college (102.98) and private College (97.42) students.

Undergraduate students of different subject specializations do not differ their employability

### **Conclusion**

The finding of this study reveals that male students are better in their employability skills. Rural students seem to be well equipped than the urban students. Tamil medium students have fared better than the English medium students. Government college students performed better than their counter parts.Science students fared well than their counter parts .It is concluded that gender, locality and types of colleges influence the employability skills of under graduate students.

### **Recommendations**

The study makes the following recommendations:

1. Higher education institutions should create environments that enhance students' acquisition and development of job- or employment-related skills.
2. Teachers should provide enrichment activities to develop their students' competency in problem-solving and ICT.
3. Opportunities should be created for students to participate more in industrial attachment/placement, part-time work experience, taking courses on employability, interaction with job/work placement agencies, visit to industries, and other infrequent but vital employability promoting activities.
4. Practicing and trainee teachers should be trained and re-trained on employability skills development strategies to enhance their sense of efficacy and practices in fostering students' competences in employability skills, especially ICT, numeracy, time-management and independ

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# COMMUNICATION COMPETENCE OF PRE-SERVICE ELEMENTARY TEACHER TRAINEES IN SOUTHERN DISTRICTS OF TAMILNADU

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## ABSTRACT

In the present study, an attempt has been made to find out the Communication Competence of Teacher Trainees studying in DIETs and Teacher Training Institutions. The sample consisted of 718 second year Teacher Trainees from Kanyakumari, Tirunelveli and Tuticorin districts who are selected by proportionate sampling method. PushpaRex's Professional Competency Scale, prepared and standardised by the investigator was used as a tool to collect data. The result shows that the level of Communication Competence of Teacher Trainees was average. Also there existed a significant difference in Communication Competence of Teacher Trainees with reference to Discipline in 12th standard, Locality of the Institution and Type of Management but there is no significant difference in Communication Competence of Teacher Trainees with reference to Type of Family.

Key Words : Communication Competence, Pre-service Elementary Teachers

## Introduction

Teaching profession demands good communication skill, along with the knowledge of the subject. A teacher, who is able to communicate well with students, can inspire them to learn and participate in class. The students should be motivated to speak up their viewpoints in class and raise questions. For this, it is vital for the teachers to communicate effectively with them. Communication skills for teachers are thus as important as their in-depth knowledge of the particular subject which they teach to reach the students (Srivastava, 2011).

Communication is both receptive and expressive. Teachers must be skilled at listening to their students as well as explaining things clearly. Teachers need clarity of thought to present the material. They must be able to break down complex ideas into simpler parts and smaller steps to transmit to their students in an effective manner. They must be able to adapt their methods of communication to all students regardless of ability or learning style. They are able to "read" their students and adapt to the needs of the individual.

## Communication Competence

Communication Competence is nothing but competence to communicate.

(Bagaric & Djigunovic, 2007). Communication refers to the exchange of thoughts and ideas with the intention of conveying information. i.e., it is both the tacit knowledge of a [language](#) and the ability to use it. The effective teacher communicates sensitively with language appropriate to students' ages, levels of development, gender, race, and ethnic, linguistic and socioeconomic backgrounds, as well as individual learning styles.

The effective ways of communication are clarity of message, completeness of message, individual's facial expressions, eye contact, body postures, and external physical appearance. When communication is effective, both the student and teacher are benefited. Communication makes learning easier, helps students achieve goals, increases opportunities for expanded learning, strengthen the connection between student and teacher, and creates an overall positive experience.

## Pre-service Elementary Teachers

Pre-service elementary teacher trainees are the student teachers who get training before joining the profession of teaching in elementary schools (Lockheed, 1997). According to NCTE, the pre-service elementary teachers trainees study the

professional course called Diploma in Elementary Education (D.El.Ed), which is a two year programme of teacher education. It aims at preparing teachers for the elementary stage of education i.e classes from I to VIII standard. The secondary education commission recommended that the period of training should be of two years and have the basic qualification of higher secondary course.

### **Need of the study**

Communication competence, as a system of knowledge, skills, abilities, motivational disposition, attitudes and properties, is the essential competence of teachers. Teacher communication competence has been one of the most important contents of teacher training programme. Both in the traditional and modern-organized school, the quality of educational and teaching process are determined by the quality of communication as the most obvious part of the teacher-student social interaction (Bjekic & Zlatic, 2014).

The Art of Communication involves listening and speaking as well as reading and writing. Teachers need to be highly skilled in all these areas to excel in their profession. Proficient communicators receive information, understand and synthesize it and express themselves at a high level. They become excellent teachers because they are able to transmit knowledge, skills and values at the same time they communicate their caring for the students entrusted to their care. They help motivate students to learn.

### **Objectives**

1. To find out the level of Communication Competence of Pre-service Elementary Teachers.
2. To find out the Communication Competence of Pre-service Elementary Teachers in relation to their background variables such as Discipline in XII standard, Locality of the Institution, Type of Management, Type of Family, Parents' Educational

Qualification and Occupation and Family's Monthly Income.

### **Hypotheses**

1. The level of Communication Competence of Pre-service Elementary Teachers is average.
2. There is no significant difference in Communication Competence of Pre-service Elementary Teachers with reference to Discipline in 12th standard.
3. There is no significant difference in Communication Competence of Pre-service Elementary Teachers with reference to Locality of the Institution.
4. There is no significant difference in Communication Competence of Pre-service Elementary Teachers with reference to Type of Management.
5. There is no significant difference in Communication Competence of Pre-service Elementary Teachers with reference to Type of Family.

### **Method of study**

The investigator adopted survey method of research in the present study. The sample chosen for this study was 718 pre-service elementary teachers from 24 teacher training institutions of Kanyakumari, Tirunelveli and Tuticorin districts by proportionate sampling method. It includes 7 institutions from Kanyakumari, 10 from Tirunelveli and 7 from Tuticorin districts. PushpanRex's Professional Competency Scale, prepared and standardised by the investigators.

### **Statistical techniques used**

In this study, the following statistical techniques were used. They are

1. Percentile Analysis
2. t-test
3. ANOVA

### **Analysis and Interpretation**

H1 : The level of Communication Competence of Pre-service Elementary Teacher Trainees is average.

**Table 1**  
**Profile of the Level of Communication**  
**Competence of Pre-service Elementary Teacher**  
**Trainees**

Communication	N	%
High	102	14.21
Average	529	73.68
Low	87	12.11
<b>Total</b>	<b>718</b>	<b>100.00</b>

Table 1 shows that 14.21% of the pre-service elementary teacher trainees are having the Communication Competence at high level, 73.68% of the pre-service elementary teacher trainees are having the Communication Competence at average level and 12.11% of the pre-service elementary teachers are having the Communication Competence at low level. H2 : There is no significant difference in Communication Competence of Pre-service Elementary Teacher trainees with reference to Discipline in 12th standard.

**Table 2**  
**Comparison of Communication Competence**  
**with reference to Discipline in 12th standard**

XII Group	Mean	SD	Source	Sum of Squares	Mean Square	F	p
Science	23.21	3.47	Between Group	122.59	61.30	3	0
Arts	22.21	3.41	Within Group	11004.62	15.39	9	0
Vocational	22.65	5.03	Total	11127.22		8	1
						3	9
							*

\*Significant at 5% level

Table 2 shows that the calculated 'F' value was 3.983 which is found to be significant at 5% level. It is evident from the p value, 0.019 ( $p < 0.05$ ). It means that there exists significant difference in the Communication Competence of Pre-service Elementary Teacher Trainees (PSTEs) with respect to Discipline in 12th standard. Thus the hypothesis is rejected. While comparing the mean scores of science, arts and vocational group PSETs,

the Communication Competence of science group students are better than that of arts and vocational group PSETs.

H3 : There is no significant difference in Communication Competence of Pre-service Elementary Teachers Trainees with reference to Locality of the Institution.

**Table 3**  
**Comparison of Communication Competence**  
**with respect to Locality of the Institution**

Locality of the Institution	Mean	SD	N	t	p
Rural	23.00	3.52	414	1.202	0.230 <sup>NS</sup>
Urban	22.63	4.44	304		

NS-Not Significant at 5% level

From Table 3, it is found that the 't' value of Communication Competence of PSETs with respect to Locality of the Institution is 1.202 which is found to be not significant at 5% level. That is evident from the p value, 0.230 ( $p > 0.05$ ). It means that there is no significant difference in the Communication Competence of Pre-service Elementary Teachers with respect to Locality of the Institution. Thus the hypothesis is accepted.

H4: There is no significant difference in Communication Competence of Pre-service Elementary Teacher Trainees with reference to Type of Management.

**Table 4**  
**Comparison of Communication Competence**  
**with respect to Type of Management**

Type of Institution	Mean	SD	Source	Sum of Squares	Mean Square	F	p
Govt	23.24	3.69	Between Group	83.1	41.57	2	0.068 <sup>NS</sup>
Aided	22.85	3.34	Within Group	11044.078	15.45	6	
Private	22.49	4.33	Total	11127.216		9	
						1	*

NS-Not Significant at 5% level

Table 4 shows that the calculated 'F' value was 2.691 which is found to be not significant at 5% level. It is evident from the p value, 0.068 ( $p > 0.05$ ). It means that there is no significant difference in the Communication Competence of Pre-

service Elementary Teachers with respect to Type of Management. Thus the hypothesis “is accepted.

H5: There is no significant difference in Communication Competence of Pre-service Elementary Teacher Trainees with reference to Type of Family.

**Table 5**  
**Comparison of Communication Competence with respect to Type of Family**

Type of Family	Mean	SD	N	t	p
Joint	22.65	3.82	118	0.594	0.553
Nuclear	22.88	3.96	600		NS

NS-Not Significant at 5% level

Table 5 shows that the calculated ‘t’ value was 0.594 which is found to be not significant at 5% level. It is evident from the p value, 0.553 ( $p > 0.05$ ). It means that there is no significant difference in the Communication Competence with respect to Type of Family. Thus the hypothesis is accepted.

H6 : There is no significant difference in Communication Competence of Pre-service Elementary Teacher Trainees with reference to Fathers’ Educational Qualification.

### Findings

1. The level of Communication Competence of Pre-service Elementary Teacher Trainees was average.
2. There existed a significant difference in Communication Competence of Pre-service Elementary Teacher Trainees with reference to Discipline in 12th standard.
3. There existed a significant difference in Communication Competence of Pre-service Elementary Teacher Trainees with reference to Locality of the Institution.
4. There existed a significant difference in Communication Competence of Pre-

service Elementary Teacher Trainees with reference to Type of Management.

5. There was no significant difference in Communication Competence of Pre-service Elementary Teacher Trainees with reference to Type of Family.
6. There existed a significant difference in Communication Competence of Pre-service Elementary Teacher Trainees with reference to Fathers’ Qualification.

### Conclusion

The PSETs should be trained to become competent in the subject matter during the teacher education programme itself. For that they should be motivated to read more books, update current knowledge and to use appropriate teaching learning materials to become effective and efficient teachers. In this study it is found that there exists significant difference in the Communication Competence with respect to discipline in the 12th standard of the pre-service elementary teachers, locality of the institution, type of management, fathers’ qualification, mothers’ qualification and their family’s monthly income.

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# POLITICAL AWARENESS'S SWING ON ATTITUDE TOWARDS POLITICS

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## ABSTRACT

The purpose of the present study is to explore on the relationship between political awareness and attitude towards politics. The investigators have employed descriptive method using survey as technique to examine the political awareness and political attitude of history students. Political Awareness Test (PAT) and Attitude towards politics Scale (ATPS) developed and validated by V.Sasikala and S.Francisca (2016) were the tools used for collecting the data. A sample of 1611 history students studying in various colleges of arts and science in Tamilnadu were drawn as sample by using simple random sampling technique. The data was analyzed using mean, S.D and correlation. The result reported that there exists a significant negative relationship between political awareness and attitude towards politics.

Key words: **Political Awareness, Political Attitude, History student**

## Introduction

Adolescence is a transitory but a challenging phase in human life cycle. The adolescents staged with newly discovered independence are in a need to assert their identity with renewed responsibilities having to be resourceful and contributing member of the society. They are vibrant with enthusiasm, resilient with energy filled with curiosity to be resourceful and contribute to society if positive contextual environment is provided. Political awareness refers to the knowledge of domestic politics and international affairs (David S. Gibbons, 1969). Political Attitude refers to the beliefs and values that underpin the functioning of a particular political system. The attitude formation is based on consciousness and expertise of the operation of the existing political system. They also lay the foundation for judgment of an individual over the political system, which may be positive or negative. The major factors in the making of the attitudes are family, religion, gender, race, ethnicity and region (Carsten Jarlov & Lise Togeby, 1979). Political knowledge and attitude of the citizen's can help them in rowing their nation's politics in right direction. It also determines their political involvement, voting pattern, political trust and party preferences.

## Significance of the study

Political knowledge is seen as a functional and indispensable element of a viable democracy (Vincenzo Memoli, 2011). Citizens' knowledge about the political conditions and their reactions towards the corruption and issues in politics has a great and direct impact on the governance of any nation. The study is a key to understand the mindset of the students regarding the governance and political process. It also answers whether the students are equipped with basic knowledge about the political system which is a essential quality for a successful democratic functioning. The study also gives a limelight view over the complex and interwoven relationship of political awareness and attitude towards politics. It draws the attention of the higher education, curriculum framers, educators and institutions to look into the lacks and challenges that come in the way of student's knowledge and attitude towards politics and helps them in altering the curriculum to develop basic knowledge and positive attitude to help in being a active citizens in the political process.

## Background of the study

**Komal singh (2016)** conducted a study of political attitude and awareness of

undergraduate students of different academic streams towards politics. The study revealed that the students were more alert and have a positive attitude towards politics as they were aware of the things happening around them but they held a negative picture of the politicians.

**Kelly Opdycke Priscilla Segura Ana & M. Vasquez (2013)** explored on the effects of political cynicism, political information efficacy and media consumption on intended voter participation. This study linked both political information efficacy and political cynicism to likelihood to vote, but revealed no link between media consumption and likelihood to vote. The results showed political cynicism as a negative predictor of voter turnout.

**Yamamoto, M. and Kushin, M. J. (2014)** conducted a study on More Harm Than Good? Online Media Use and Political Disaffection among College Students in the 2008 Election. Results showed that attention to social media for campaign information was positively related to cynicism and apathy and negatively related to skepticism. Online expression had a positive effect on skepticism.

**Objectives of the study**

- To find out whether there is any significant correlation between political awareness and attitude towards politics and its dimensions of history students.

**Hypothesis**

- There is no significant correlation between political awareness and attitude towards politics and its dimensions of history students.

**Methodology**

The investigators have employed descriptive method using survey as technique to study the political awareness and political attitude of history students. Political Awareness Test (PAT) and Attitude towards politics Scale (ATPS) developed and validated by V.Sasikala and S.Francisca (2016) were used for collecting the data. The investigators had drawn a sample of 1611 history students studying at

various colleges of arts and science in Tamilnadu using simple random sampling technique through lottery method. The data was analyzed using mean, S.D and Correlation.

**CORRELATION ANALYSIS**

**Null Hypothesis: 28**

There is no significant correlation between political awareness and attitude towards politics and its dimensions of history students.

**Table.1  
Correlation Between Political Awareness And Attitude Towards Politics And Its Dimensions Of History Students**

Correlation between Political Awareness and Attitude towards Politics and its Dimensions	N	Calculated 'γ' value	Table value		Remark
			1 % level	5 % level	
Attitude towards Politics	1611	0.056	0.0258	0.0196	S**
Attitude towards Political Participation		-0.034			S**
Attitude towards Politicians		-0.120			S**
Attitude towards Political Party		-0.006			NS
Attitude towards Election and Voting		-0.008			NS
ATPS in total		-0.042			S**

**(S\*\* - significant at 1% level, S\* - significant at 5% level, NS - Not significant)**

It is inferred from the above table that the calculated 'γ' values are greater than the table value for all the dimensions of attitude towards politics except for the dimension attitude towards political party and attitude towards election and voting. Hence, there exist a significant negative correlation between the political awareness and attitude towards politics and its dimensions attitude towards political participation, attitude towards politicians and ATPS in total of history students. But, there exist a significant positive correlation

between the political awareness and attitude towards politics of history students.

### **Discussion**

There exist a significant negative correlation between the political awareness and attitude towards political participation, politicians and ATPS in total of history students. The negative relationship signifies that increase in awareness leads to negative attitude. The reason may be that the politically aware students can genuinely correlate with the political ideologies hence it might have promoted the apathy towards politics. Corruptions, misconduct, negligence of public interest of politicians are flashed through the mass media. The truths behind the screens are brought out to people immediately with empirical evidences. Education endows intellectual and political skills among the students. This knowledge increases the deep-seated distrust and negativity toward political institutions and politics. This alienates the students from meaningful political participation too. The study of **Komal singh (2016)** supports our study and reports that the students hold a negative picture of our present politicians. The study of **Shahid Iqbal (2012)** investigating the level of trust of youth in politicians, this study finds that youth is not optimistic about politicians. The study of **Mark Boukes & Hajo Boomgaarden (2012)** supports the present study and reports that an increase in political knowledge and an increase in cynicism thus seem to go hand-in-hand, as an increased knowledge of political events might lead to disappointment in the work of politicians. In the study of **Boukes, M. & Boomgaarden, H. G. (2016)** the trust on politicians is moderated with the level of knowledge of the individual. The trust over politics is negatively affected by the high level of political awareness. The high political knowledge constrains the unreliable trust towards politicians merely by watching entertainment oriented talk shows. It reported that Talk show viewing

decreased political trust among the more informed viewers, but increased trust for those with lower levels of political knowledge.

There exist a significant positive correlation between the political awareness and attitude towards politics of history students. The reason may be that political consciousness build the responsibilities of a citizen towards his country's political success. The constitution and legal structure strongly support the welfare of the people. A politically aware naturally person develops faith over the political system. Political awareness boost political efficacy, kindles interest for political discussions and there by tunes the attitude towards politics. History students who have the base of political knowledge of the past and with critical and analyzing skills might have helped them in handling the political information's blended with entertainment and news which is being telecasted through various mass media devices. They right ignore the dramatic elements incorporated in and find out the true factual information's hidden and develop their knowledge on politics. The educated students get information's through experts and right sources. They watch news channels which telecast quality information's and avoid decorative elements incorporated in it with their intellectual ability to understand political information's'. Thus the students balancing the negativity in the available information's with their intellectual ability might have resulted for the positive correlation between their political awareness and attitude towards politics.

The study of **Komal singh (2016)** supports and reports that the students show a positive attitude towards politics as they are aware of the things happening around them. The study of **Zaller, J.R. (1992)** also show the existence of positive correlation between political awareness and the consistency and stability of political opinions.

## Conclusion

Youth's opinion about political participation and politicians are negatively related with political awareness. They think that politicians are not interested in people welfare and believe that political parties are corrupt. Majority of youth does not have trust in the government (Aurangzeb, 2008). Inclusion of youth in decision making is a vital need. Political awareness has enhanced the political competence among the students. The knowledge over the ethics and political ideologies has equipped them with ability to distinguish and analyze the actual reality in political arena. The real existence of corruptive political process has been the reason behind their alienation. The educational institutions and parents must provide needed guidance for their attitude formation and direct them for effective participation in politics. The importance of trust over the political institutions must be developed. Real politicians can be invited to campus and arranging for direct interactions could bridge their opinions and confidence over the politicians.

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## ENVIRONMENTAL PROTECTION

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“The earth, the air, the land and the water are not an inheritance from our fore fathers but on loan from our children. So we have to handover to them at least as it was handed over to us.”

~Mahatma Gandhi

### **Introduction**

One of Earth's most important natural resources is its atmosphere. The atmosphere contains air without which plants and animals could not survive. It contains greenhouse gases which keep the planet naturally warmer than it would be otherwise, maintaining an average global temperature above freezing that allows water to exist in its liquid state, a necessary condition for most life. If mankind is to protect and preserve this unique natural resource for future generations as well as other ecosystems, it must continue to address the problem of air pollution which affects the atmosphere from the local to the global scale.

Everyone is part of today's environmental problems. We all consume energy and material goods to make our standard of living better, but such consumption produces pollution which gives rise to poorer air quality, acid rain, ozone depletion and global warming. Poor health is very often linked to poverty - the world's poorest people are often in the poorest state of health owing to disease, malnutrition or starvation. In our country the public health suffers from lack of sanitation from dirty drinking water, and also from lack of healthy food. However, over-consumption and unhealthy lifestyles can also damage health through heart disease and obesity. Other factors leading to poor health include pollution, unemployment, poor housing, and low educational attainment.

### **Air Pollution**

Air Pollution and concern about air quality are not new. Complaints were recorded in the 13th century when coal was first used in London. Since the middle of the 19th century, the atmosphere of the major

British cities was regularly polluted by coal smoke in winter, giving rise to an infamous mixture of fog and smoke known as smog.

In 1970s the effects of industrial air pollution become known as acid rain. Atmospheric pollutants, particularly oxides of sulphur and nitrogen react with water in the atmosphere to form sulphuric and nitric acid, causing precipitation to become more acidic when converted to sulphuric and nitric acids, and causes acid rain. Acid rain is particularly harmful to vegetation as the acid in the rain changes the pH of the soil and leeches away important minerals. The amount of acid rain that an ecosystem can tolerate is known as its critical load. After the sulphuric and nitric acids have formed in the atmosphere, they can travel long distances with the wind before being deposited.

Today poor air quality can be mainly attributed to the production and consumption of energy, industrial processes and road transport. The main pollutants associated with poor air quality are sulphur dioxide (SO<sub>2</sub>), nitrogen oxides (NO<sub>x</sub>), particulates (PM<sub>10</sub>), and volatile organic compound (VOCs). These pollutants can lead to respiratory problems. Poor air quality can lead to breathing and other respiratory difficulties. Changes in climate as a result of greenhouse gas pollution may increase heat-related stress and cardio-vascular problems. In addition, the spread of vector-borne diseases. Ozone depletion at higher altitudes in the atmosphere will increase the incidence of skin cancers and eye disorders.

### **Gandhiji's Foresight on Environment**

A man can do without food for several days and live a day altogether without

water, but it is impossible to carry on without air even for a minute. If a thing that is so very vital to life is not pure, the result cannot but be deleterious. "This matter deserves consideration by our father of Nation Mahatma Gandhi. We suffer much because we do not realise the value of pure air; and this again is a strong reason why diseases like plague spread among us."

Gandhiji was a visionary with rare foresight and insight. Gandhiji's entire conceptual framework regarding environment, is how to protect it and how not to damage. Gandhiji was a century ahead in his thinking and forecasting to preserve our mother earth. The devastating results of such ruthless development were foreseen by Gandhiji much earlier than the 21st century. Gandhiji had professed these catastrophic consequences as early as in 1909, much before the Agenda 21 manifesto was published by the Earth Summit at Rio de Janeiro in 1992.

Gandhiji's cardinal principles of peace and nonviolence are intrinsically interconnected with environmental wellbeing. Man is the most superior species on earth. Along with privileges, this stature has bestowed paramount responsibilities on him too. Above all, man has responsible and accountable for the welfare of all living beings and nature. But in his selfish greed for his progress alone, man has forsaken this sacred duty. Quite to the contrary, instead of being the protector and patron of the environment, he has turned into their annihilator.

The Western thought of development strives to provide maximum comfort and plenty of conveniences to man. This led to a passive, affluent lifestyle with no regard for physical labour, giving birth to newer diseases, illnesses and disorders. Man got trapped in this vicious circle of a mindlessly consumerist society, and paid heavily for it. Gandhiji's thoughts on environment are more relevant today, than they were ever before.

### **Gandhian way to Environmental protection**

In our present age the best way to Save our mother earth and environment by practicing the Gandhiji's self-reliance and self governance; which ultimately would help to achieve environmentally sustainable development, enabling us to return a "Greener Globe" to our future generations.

Gandhiji pointed out in Indian Opinion dated 1-2~1913, the irony of the situation that one has to pay a price even to get pure air:

"We have seen something of the structure of the body and have learnt that it requires three kinds of nourishment: air, water and food. Of these, air is the most essential. Consequently, Nature has provided it to such extent that we can have it at no cost. But modern civilization has put a price even on air. In these times, one has to go off to distant places to take the air, and this costs money.

In a speech at Ahmadabad meeting on 1-1-1918, Gandhiji explained the importance of purity of air, water and food:

"Air, water and grains are the three chief kinds of food. Air is free to all, but, if it is polluted, it harms our health. Doctors say that bad air is more harmful than bad water. Inhalation of bad air is harmful by itself and this is the reason we [sometimes] need change of air. Next comes water. We are generally very careless about it. If we were to be sufficiently careful about air, water and food, the plague would never make its appearance among us."

"I have seen thousands of men and women dirtying the banks of the Ganga at Hardwar. Pilgrims defecate at the very spot where people sit, wash their faces, etc., in the Ganga and then again fill their pots at the very same spot. I have come across pilgrims defiling lakes in the same manner at places of pilgrimage. In doing this we destroy the dharma of compassion and disregard our duty to society.

"Such recklessness leads to pollution of air and water. Is it surprising then that cholera,

typhoid and other infectious diseases follow as a result of this?" (Shikshan ane Sahitya, 22-9-1929).

Gandhiji emphasized the importance of pure air and pointed out the gifts bestowed by nature to mankind on 31-8-1942:

"The atmospheric air around us is not always pure, neither is it the same in every country. The choice of the country does not always lie in our hands but the choice of a suitable house in a suitable locality does rest with us to some extent. The general rule should be to live in locality which is not too congested and insist upon the house being well-lighted and well-ventilated. . . Nature has provided us with sufficient reserve of vitality. But for that, man would have long ago disappeared from the face of the earth because of his own mistakes and transgressions of the rules of health.

"We must see that the air that we breathe in is fresh. It is good to cultivate the habit of sleeping in the open under the stars."

In a speech at prayer meeting on 24-3-1946 at Uruli Kanchan, Gandhiji suggested to sleep in the open to get fresh air:

"The most essential of these is air. Man can live without food for several weeks, without water for some time, but without air he cannot live for more than a few minutes. God has, therefore made air universally available. Shortages of food or water there may be at times but of air never. In spite of it we foolishly deprive ourselves of God's blessings of fresh and pure air by sleeping within doors with doors and windows shut. One may shut doors and windows, if he is afraid of thieves at night. But should one shut oneself up?

"To get fresh air, one must sleep in the open. But it is no good sleeping in the open only to breathe dust and dirt-laden air. The place where you sleep must be free from both.

"Anyone who fouls the air by spitting about carelessly, throwing refuse and rubbish or otherwise dirtying the ground, sins against man and nature."

At a prayer meeting on 21-4-1946, Gandhiji told how " water is harmful to our health:

"Will any of you care to bathe or wash your clothes in gutter water? Yet many of the small tanks where people bathe and wash and even drink from are no cleaner than the gutter. Nature is lenient. It often does not punish us for our sins immediately. Thus we can go on breathing impure air and inking impure water over long periods without any dramatic ill effects. But there is not the slightest doubt that such a thing lowers the vitality and makes one fall an easy prey to disease."

In a letter to a foreign naturopath on 28-5-1947, Gandhiji affirmed his strong faith in nature cure, that is healing by air, water, earth and light:

"You will be pleased to know that I became a confirmed convert to nature cure when I read Kuhne's New Science of Healing and Just's Return to Nature over forty years ago. I must, confess that I have not been able fully to follow the meaning of . 'return to nature' not because of want of will but because of my ignorance. I am now trying to evolve a system of nature cure suited to the millions of India's poor I try to confine myself to the propagation of such cure as is derivable from the use of earth, water, light, air and the great void. This naturally leads man to know that the sovereign cure of all ills is the recitation from the heart of the name of God whom some millions here know by the name of Rama and the other millions by the name of Allah. Such recitation from the heart carries with it the obligation to recognize and follow the laws which nature has ordained for man. This train of reasoning leads one to the conclusion that prevention is better than cure. Therefore, one is irresistibly driven to inculcating the laws of hygiene, i.e., of cleanliness of the mind, of the body and of one's surroundings."

Gandhiji's entire life and deeds, indeed is an environmental bequest for whole mankind. He was a true practitioner of environmentally sustainable development

in the real sense, by his personal life-style, he has adopted in his day-to-day life. Gandhiji felt "industrialization is going to be a curse for mankind. It cannot provide jobs for its millions of citizen and in addition it would be creating pollution problems, whereas, developing thousands of cottage and village industries would provide an outlet for the creative facilities and resourcefulness of the people. It would also usefully employ many persons, who are in need of employment, which in return in fact would add to the national wealth too. The big industries can never overtake the unemployed millions. Their aim is primarily to make money for the few owners. Dead machinery must not be pitched against the millions of living machines.

#### **Self-sufficient Rural society and Pure Environment**

**"Industrialisation on a mass scale will necessarily lead to active or passive exploitation of the villages as the problems of competition and marketing come in." — Harijan, 29-8-1936**

Self-sufficiency of villages, promotion of small and cottage industries, control on the import of consumption goods, improved agriculture etc, are some of the ways to reach Gandhiji's Vision. Better sanitation, better living condition and better life, can be achieved only through the Gandhian ways today. A sustainable society has to aim at working in partnership with nature and conserve resources and energy, reduce wastes and avoid degradation of renewable. It should produce goods that are easy to recycle, reuse and repair after use.

The method of growing food and raising livestock have to be based on the use of soil and water conservation, bio-fertilizers, biological control of pests. The society should largely be a solar/wind/bio-mass based society together with a whole range of environment friendly technologies mainly based on renewable resources. Hence, resources should be utilized prudently and the basic need of people is

to be met without any serious ill effects to the environment. In this context Gandhiji's thought, shall always remain relevant for the national and global development.

#### **Pollution is a sin against God and Nature**

Gandhiji abandoned the luxurious life, which he could have easily afforded and identified himself with less polluting poor people. This is because perhaps- one of the basic and profound tenants of Gandhian environmentalism, is that – "the earth provides enough to satisfy everyone's need; but not for anyone's greed."

A Latin proverb says that – a healthy mind is possible only in a healthy body. Gandhi addressed himself to the problems of sanitation and told — "Sanitation should occupy the foremost place." He also said anyone who fouls the air by spitting about carelessly, throwing refuse or rubbish otherwise dirtying the grounds; sins against man and nature.

Gandhiji pointed out that, Man's body is the temple of god. Anyone who fouls the air that enters that temple desecrates it, his taking the name of lord Ram is in vain... "we like to have an enjoyable bath, but don't mind dirtying the well tanks and river, by whose side of in which we perform ablutions. These practices should be considered as a great vice, which is responsible for the disgraceful state of our villages and the sacred bank of sacred rivers and for the diseases those springs due to the lack of sanitation".

Gandhiji's environmentalism, was based on various ethical principles such as : non-violence, practicing and preventing truth, shunning the use of materials obtained by illegitimate means, celibacy- as a means of population control, neither coveting or amassing materials and wealth beyond one's need, sanitation of body, mind and surrounding, contentment with available resources austerly, introspection and meditation and even fasting for self purification and any dereliction of duties towards nature including human beings.

## **Gandhian way to preserve our mother earth**

Gandhi lived during the Industrial Revolution and saw the effects it had on nature and health. The Scientific developments had a lot of influence on the changes in India in terms of industrial development, something Gandhi was very concerned about. While he wasn't against machines, he was against large-scale use of machinery. He criticized industrialization for polluting the rivers and other water bodies. He criticized mills and factories for polluting the air with smoke and noise.

### **Reduce Reuse and Recycle**

In this modern era, Reduce; reuse and recycle are the three formulas of keeping our environment clean and healthy. If these tools are used positively by everyone, soon we can change our world to a better place for surviving in more pleasing way.

Pollution is making our environment not only dirty but also becoming harmful for the people. The effect is posing threat on our survival. It's time to learn the three R's of the environment: reduce, reuse, recycle. The 3R's are at the heart of the 'Go Green' global movement. All of us, whether a public organisation, private enterprise or individuals in our own homes need to manage resources more sustainably. The world's resources are not infinite and it is widely recognised that all of our activities today are contributing to climate change. The first step to reducing your impact on the environment, is reducing the amounts of resources you consume and use. Think twice before you buy or use anything. Do you really need it? By reducing your consumption you will also decrease the amount of waste you produce. There are also many other ways to reduce your waste. The opportunities are nearly endless

By practicing Gandhi called for people to live a simple life and separate their wants from needs because the Earth can only provide so much. Gandhi urged the rich to restrict their wants and treat their wealth as a trust for the poor. Leading by example, Gandhi gave away most of his possessions. He and his wife had few clothes, and Gandhi used scraps of papers to write brief notes and reversed envelopes for reuse to send letters. He even used only the minimum water needed for taking a bath from the free-flowing Sabarmati River.

### **Gandhi Ecology and Personal Environmentalism**

Gandhi considered modern civilisation which has set the satisfaction of material wants and attainments of physical comfort as the central purpose of life, as the root cause of all social maladies including environmental degradation. To discard this, and to adopt a sustainable alternative in its place, is therefore indispensable for maintaining eco-balance and for ensuring human survival. This is essentially a structural issue to be addressed at the level of political decision making, particularly with regard to development. In order to persuade and pressurise decision makers to adopt and implement appropriate policies and to change anti-people and eco-destructive projects, Gandhi gave us the method of Satyagraha or non-violent direct action.

As human beings are capable of grasping the laws of Nature, it is their duty to live and act in accordance with these Laws ensuring that all activities conform to the laws or dharma which sustains life. Yajna also teaches the principle of renunciation of self-interest and recommends the path of selfless service. Natural resources are not for human consumption only but for all of God's creature; they are not only for this generation but for generations to come. Thus Gandhi rejects anthropocentrism and substitutes it with bio-centrism. He exhorts us to change the orientation of our life course from materialism to spirituality, from having

mode to being mode. This is crucial for maintaining eco-balance.

### **Conclusion**

Gandhi's life and writings show that he was attempting to bring about a planetary paradigm shift by providing holistic and ecologically sound alternatives to the unsustainable life model established by modern industrial civilisation. He tried to replace consumerism with conservation, mass production with production by the masses, private ownership with community ownership, quantity obsession with quality concern, dominating power with enabling power, centralisation with decentralisation, reductionism with holism, and crass materialism with authentic spirituality. These traits of deep ecology are constitutive elements of his philosophy and way of life, and that is why many hail him as the father of modern environmentalism. And the relentless effort he made to attain the triple harmony-of body, mind and spirit, and of thought, word and deed – earned for him the title of Mahatma which means a person in whom thought, words and action are amalgamated into a whole.

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# EFFECT OF RURAL LIVELIHOODS ON CHILDREN SCHOOL EDUCATION

Dr.T.Sujatha

**Keywords:** Livelihood, Rural Family, School Education.

**Introduction:** Every country's wealth is depend on the rural economic status of the country. The country's economic status depend on the people livelihood with special reference to rural areas. According to Gandhiji, the rural people livelihood is depend on "Standard of Living and Standard of Life," i.e. Standard of living status is material and physical standard of food, clothing and shelter. The standard of life could be attained by material advancement. In rural areas the standard of living is mainly depend on different livelihood activities such as farming, agriculture, live stock heading, dairy, fishing and other off-farming incoming generating activities. In rural villages due to the illiteracy status, people livelihoods are tangential. Sometimes the livelihoods of the rural people are more seasonal, migrated and skill based livelihood. In rural areas the families are very much constructive. The head of the family plays key role in the family. The hole family including children should get involved in income generating livelihood activities. In these situations, the education of the children become informal education from formal schooling. Children engage in different household activities equally with their parents like child caring, cooking, laundry, fetching, firewood and water. Due to the high illiteracy of parents in the rural families are unable to involve meaningful follow-up activities in children education and schooling. According to Gandhiji's basic education likes the children whether the cities or the villages to all their in best and lasting in India. To develop human resources in rural areas the education is the best means to achieve it. The main purpose of this paper is to study the effect of different livelihoods of rural families on children school education. The rural

families can understand the importance of childhood age of their children has to be focus on the education rather than income generating livelihoods.

**Rural Family:** In Indian context a family with single economic status with the cooperation of all family members. In most of the times, the members of the family work together in the income generating activities like agriculture and other works depend on the age and gender of the family members. Due to the common occupation of ruralities the life style of the people is similar in number of daily activities. The rural families are very much attached to the customs and traditions and they follow these traditional traits in income generating activities also. In rural families head of the family is supreme and all the family members should obey him in decision making, family tensions, income, expenditure and other family related issues. The coordination between the family members is very high in rural and all the members of the family are well known about the socio economic status of the family. The rural families get relaxed in the household activities along with children. In rural families the income generation is mainly focussed on the sustainable food security. The livelihood in the rural families is for sustainable food security and other common assets for living. The livelihood is an occupation for income in different forms like agriculture, live stock grazing, dairy and other off-farming activities in rural areas.

## **Characteristics of Rural Family :**

**Homogeneity:** The rural family enjoys greater degree of homogeneity, stability.

**Peasant Household:** The rural family is generally peasant household. The community house, common land and

similar economic functions along with the common kinship bond creates the peasant household.

**Discipline and Interdependence:** The rural family possess great discipline between the family members. The rural family serves as a multi dimensional institution like school, recreation centre, yoga and meditation.

**Dominance of family ego:** The relations in the joint family members are compact, egoistic, shows solidarity, cooperation among them which enhance the family pride.

**Authority of the father:** Head of the family is the father who is the initiative and authoritative of the family. He is the ruler, the priest, teacher, educator, manager and friend of the family.

**Livelihood :** Most of the village people income generation is from agriculture, animal husbandry, dairy, fisheries, handicrafts, cottage industries and other caste related works. All the family members involved in the livelihood activities depending on the age and gender of the family members. For agriculture the land available to each family is not enough to the increased family size. Due to this reason, the family members are moving to cities to fetch employment which is temporary and seasonally with the inadequate educational qualifications. The Government is focussing on these problems and encouraging them with the number of programs to increase crop production by better farming techniques. Government is also providing some finance assistance to rural people to develop income generating activities with implementing latest technology in livelihood activities. Some of the Government programs are : The National Policy for Farmers aimed to improve income by increased crop production, better prices, improving water sources etc. Other programs are Rastriya Krushi Vikas Yojana, Integrated Nutrient Management in Rural Areas, Seed Village Scheme, strengthening agriculture mechanisms

through training, Testing and Demonstration in Rural Areas. Animal Husbandry, Fishing, Dairy has been a supplement effort by the Government to increase the income level of landless labourers of the village people. The National Bank of Agriculture and Rural Development (NABARD) providing financial support for agriculture and other development activities in rural areas. Sometimes the disasters, unexpected calamities, accidents leading to disruption of a farmer life and means of livelihood. This was solved by different insurance programs by Government of India from Life Insurance of India and Postal Insurance. In 2011 the Government launched National Rural Livelihood Mission which is a poverty alleviation project focussed on promoting self employment from self help groups. But in the present scenario there is a crisis of livelihood in rural areas due to unexpected local issues like drought, unqualified duplicate seeds, private financing etc., in rural areas. The rural people income generated from seasonal professions are tangential. The whole family including children should get involved in livelihood.

**Rural Children School Education:** The rural families children education can be adopted from the locally available Govt. Institutions. The economic status of the family do not support to afford education from private institutions. Children engaged in different household activities. Parents concentration is very much on family income activities and they do not concentrate on children education and the related follow-up activities. In the context of family farming, cottage industries, fisheries, live stock grazing contributes to inter generational transfer of technical, social skills and food security. Sometimes it interferes the child's schooling, health and personal development based on hours, condition of work, child age etc. Though the Government is providing access to quality education in rural areas by minimizing the direct and indirect tasks of

schooling and providing incentives which supports the income of rural family. School feeding programs, caste transfers etc., was launched by the Government in the form of projects and schemes. The Sarva Siksha Abhayan, Mid Day Meal, strengthening of Teacher Training Institutes, Schemes to development of infrastructure, Rastriya Madhyamika Shiksha Abhayan (RMSA), National Merit Cum Means Scholarship, Hostel Facilities, inclusive education, Saakshar Bharath, State Resource Centres etc., to strengthen the education in different levels i.e. primary, middle school, high school and adult literacy in rural areas.

Though the Government is providing facilities concerned to school education, still some problems, gaps are yet to focus. They are lack of proper transportation, children have to walk miles to reach the school. Children from the rural families has to assist the earning member of the family to add up some extra income. In schools the lack of infrastructure, toilets, drinking water. On the other side, the rural family income status and poverty also causes hindrance in the school education of the children. In the parents opinion it is necessary to know the knowledge and skills of household activities for their livelihood and it have been following from one generation to another. According to Kielland & Tovo (2006) children are trained in the household activities at their early ages. So that it makes easy to learn special skills in livelihood activities. Due to highly illiteracy status of parents are unable to involve meaningful follow-up activities in children school education.

**Significance of the Study:** The main purpose of the study "Effect of different livelihoods of rural families on children school education" is significant that the rural families has to understand the importance of childhood age of the children. The children has to focus on the education and schooling rather than livelihood income generating activities.

**The scope of the study** is limited to 50 rural families, 30 Govt. School Teachers of Polypally, Mall, Godakondla, Madhanapur of Chinthapally Mandal, Nalgonda District.

**Review of related Literature:**

**Arnaud Chevalier, Colm Harmon, Vincent O Sullivan and Lan Walker (2013)** studied the impact of parental income and education on the schooling of their children. The finding of the study was the relative effects of parental education level and household income on educational achievement at 16 age group children. **Heckman and Masterov (2005)** specified in his study that children brought up in less favorable conditions obtain less education, despite the large financial returns to schooling. **Bjorklund and Salvanes (2011)** studied that there is a large correlation between the education level of parents and their children. **Rojaten Samal (2012)** studied a project work on parents attitude towards schooling and education of children with special reference to tribal people. The study revealed that the difference between tribal and non-tribal respondents was evident in their future plans to provide facilities for higher education for their children. The study suggested that although Government endeavours at universalizing education has resulted in creating mass awareness and positive response towards schooling and education. There is a lot of scope for improvement in education and schooling in rural areas.

**Statement of the Problem:** "Effect of rural livelihoods on children school education".

**Sample:** 50 rural family parents belongs to Polapally, Ramnagar, Chinthapally Mandal, Nalgonda District. 30 Govt. School Teachers belongs to Polapally, Mall, Godakondla, Madhanapur of Chinthapally, Nalgonda.

**Tools selected for study:** F.G.D. for Teachers, F.G.D. for Parents, Semi-Structured Interview Tool.

### **Tool Administration:**

- 1) To study rural family parents towards their livelihood in relation to children school education. F.G.D. was conducted. The F.G.D. was framed with 15 questions on livelihood income generating activities, participation of children and their school education, Govt. finance, seasonal and migrated employment etc.
- 2) The another F.G.D. was also conducted to Govt. Teachers keeping in view of parents livelihood, children academic achievement. The F.G.D. was framed with 15 questions related to child attendance, performance in academics, formal schooling, parents livelihood, child health, family size, assets of the family, right to education, migration of parents, universalization of elementary education and basic education for livelihood.
- 3) Semi structured interview was conducted to parents based on the livelihood security, cooperation of children, Govt. Policies for livelihood and children education, natural disasters, private financing and seasonal, migrated livelihoods.

### **Findings:**

#### **The findings are drawn from Teachers F.G.D.:**

1. Most of the teachers reveal that rural children undergo either frequently absent to school or children come to school with incomplete follow-up activities of schooling.
2. Children come to school without minimum necessities like notebooks, pens and other related things.
3. The teachers also reveal that most of the children show low performance in academics.
4. Teachers also express that children undergo seasonal absenteeism, migrated absenteeism, parents disputes absenteeism, food for work absenteeism depending on the parents livelihood.
5. Teachers also express that most of the parents are illiterates and they do not

give much importance on children education.

6. Teachers also reveal that elder children usually engaged for sibling care and they disturb the elder children education in schooling.

7. Teachers also express that they have to provide the assignments to children keeping in view of parents livelihood and the children involvement in livelihood of the family (fishing, dairy, cattle grazing, vegetables, vendors etc).

8. The teachers also reveal that because of continuous absence children are not in the apt cognitive levels to receive class room instructions.

#### **The findings are drawn from Parents F.G.D. and Semi Structured Interview:**

1. Most of the parents from rural families express the food security from livelihood is most important than education of the children.

2. Parents express that every child of the family has to learn the skills of their family livelihood activities according to gender base.

3. Rural family parents, children has to perform certain domestic and livelihood activities like cleaning, washing, fire hood collecting, cooking, sibling care, live stock grazing etc.

4. In the opinion of parents, children are the assets in income generating activities.

5. The parents of contract farming revealed that their children must be engaged as bonded labours at the land owners to do the off-farming activities for income generation as a permanent resources to them.

6. In the parents opinion girls face number of obstacles for long walk to schooling keeping in view of their traditional attitudes and superstitions. Parents thought that there was no use and value of girl child education.

7. Parents also reveal that the Government should plan permanent solutions for rural livelihood income generating activities by financing and

insurance by changing norms according to local needs of a particular area.

**Suggestions to improve the school education in rural areas keeping in view of parents livelihood:**

1. Government policies and programs has to be focus on poverty alleviation, providing income generating opportunities to meet the rural people needs.
2. The programs like integrated rural development program, wage employment program, employment assurance scheme, food for work, rural livelihood program are must be implemented according to the local needs of the rural people to enhance income and livelihood.
3. Right to Education Act has to be implemented strictly by educating rural people.
4. The curriculum and academic schedules are planned according to the seasonal employment of the rural people like daily wage labour work, food for work, crop harvesting labour work etc.
5. The teacher should plan their assignments according to the time availability from families rural livelihood as well as the child participation level in the livelihood activities.
6. The school admission process with some flexibility for readmission as well as latent admission in formal schooling.
7. The Government should educate the rural people in using of technology, modern methods in the livelihood activities.
8. The Government should provide more incentives in school, college education like scholarships which are applicable on the basis of study level, income level instead of caste in rural areas.
9. The Government should encourage the girls education by providing free

transport, employment guarantee occasional education in rural areas.

10. The Government should plan entry of the non formal education children to formal education without age discrepancy in rural and tribal areas.

**Conclusion:**

To develop the rural children education indirectly the livelihood of the rural family also has to develop by the policies and certain Government Schemes, Projects. Children should encourage in schooling by providing skill base occasional education. The curriculum and academic schedule should be planned according to the seasonal income generation activities in the rural areas. Education should be relevant to the rural communities by developing skills for sustainable rural development. The Government policy should be improvised according to the local needs of the rural people. The out of school children must be identified and re-admission in formal schooling by providing some incentives to the child as well as for the family livelihood. Seasonal migration of the children in the fetching income must be identified and it was compensated by locally available resources as a income generating livelihood. In order to sustain Right to Education Act, universalization of primary education it is necessary to develop rural areas with education and has to encourage child education in rural areas.

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