

IMPACT OF STUDENT PARLIAMENT ON CIVIC RESPONSIBILITY AMONG THE SCHOOL STUDENTS IN AYANKULAM VILLAGE

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CHAPTER - I

INTRODUCTION AND CONCEPTUAL FRAMEWORK

1.1 INTRODUCTION

Civic responsibility is the foundation of a well-functioning democracy, emphasizing active participation, awareness, and commitment to societal well-being. Instilling civic values among children at an early stage is essential in shaping responsible, socially conscious citizens who contribute positively to their communities. (UNICEF, 2019). In rural areas like Ayankulam Village, Tirunelveli, where civic engagement opportunities may be limited, structured programs such as the Student Parliament can play a transformative role in nurturing democratic awareness and leadership skills among children.

The Student Parliament serves as a dynamic platform that immerses young minds in governance, decision-making, and policy discussions. By simulating parliamentary procedures—such as debates, discussions, and policy formulation—children gain firsthand experience in democratic practices, fostering critical thinking, effective communication, and collaborative problem-solving. This initiative is particularly significant in rural settings, where exposure to governance mechanisms and civic education remains minimal (NCERT, 2005).

This experimental study, titled “Impact of Student Parliament on Civic Responsibility among the Children of

Ayankulam Village, Tirunelveli,” aims to assess how participation in Youth Parliament enhances civic responsibility among children. The study will employ a pre-test and post-test design, implementing a structured intervention where participants engage in Youth Parliament sessions over a specific period. Key indicators such as civic awareness, leadership skills, democratic values, and social responsibility will be measured to determine the effectiveness of the intervention.

By evaluating attitudinal and behavioral changes among the participants, this study seeks to provide empirical evidence on the role of Youth Parliament in shaping civic responsibility. The findings will offer valuable insights for educators, policymakers, and community leaders in designing impactful civic education programs, particularly in rural areas. Moreover, the study will contribute to the broader discourse on democratic education, emphasizing the importance of experiential learning in fostering informed and active citizens.

Through this research, we aim to highlight the potential of Youth Parliament as a tool for empowering children with the knowledge, skills, and motivation to participate meaningfully in civic life, ultimately strengthening democratic values at the grassroots level.

1.2 UNDERSTANDING CIVIC RESPONSIBILITY IN EDUCATION

1.2.1 Definition and Importance of Civic Responsibility

Civic responsibility refers to the duties and obligations of individuals to engage in behaviours that support the well-being of their community and society. It encompasses values such as respect for laws, participation in governance,

volunteerism, and advocacy for social justice (Westheimer & Kahne, 2004). In an educational context, civic responsibility involves fostering awareness among students about their roles in shaping a just and democratic society. Schools serve as primary institutions that instill civic values through structured activities, curricular programs, and participatory governance models like student parliaments (Dewey, 1916).

One of the key reasons civic responsibilities is essential in education is its role in promoting active citizenship. According to Branson (1998), education for civic responsibility helps students develop a sense of social justice, ethical leadership, and collective accountability. When students engage in civic activities, such as voting in school elections or participating in community service, they build critical thinking and problem-solving skills necessary for democratic participation (Torney-Purta et al., 2001). Additionally, civic education fosters social cohesion by encouraging students from diverse backgrounds to collaborate in addressing social challenges (Putnam, 2000).

Another significant aspect of civic responsibility is its contribution to societal stability and development. Scholars argue that democratic societies thrive when citizens actively participate in governance and uphold civic values such as honesty, responsibility, and mutual respect (Patrick, 2003). Schools play a fundamental role in shaping responsible citizens by integrating civic education into curricula and providing platforms like student parliaments to practice democratic engagement (Gould, 2011). By fostering a culture of responsibility and service, education

equips students with the skills and attitudes needed to contribute positively to society.

Therefore, civic responsibility is a fundamental aspect of education that prepares students to become active, responsible citizens. Through structured learning and participatory experiences, schools cultivate democratic values and encourage students to engage meaningfully in societal development. As research suggests, embedding civic responsibility in education not only benefits individual students but also strengthens democratic institutions and social harmony (Westheimer & Kahne, 2004).

1.2.2 Civic Responsibility as a Learning Outcome in Schools

Integration of Civic Responsibility in Educational Curricula

Civic responsibility is increasingly recognized as a crucial learning outcome in modern education systems. Schools play a fundamental role in shaping students into responsible and active citizens by embedding civic values into the curriculum. Civic education is incorporated through subjects like social studies, history, and political science, which help students understand governance structures, human rights, and societal duties (Branson, 1998). Additionally, interdisciplinary approaches that integrate civic responsibility across subjects—such as environmental awareness in science or ethical discussions in literature—enhance students' understanding of their roles in society (Torney-Purta et al., 2001).

Student Participation in Democratic Processes

Beyond theoretical instruction, schools serve as training grounds for democracy by providing students with practical experiences in governance. Student governments, student parliaments, and leadership councils allow students to engage in decision-making processes, debate policies, and collaborate with peers to solve school-related issues (Westheimer & Kahne, 2004). Such participatory structures not only cultivate leadership skills but also reinforce accountability and social responsibility (Gould, 2011). Studies show that students who actively participate in these governance structures develop a greater sense of civic duty and are more likely to engage in democratic processes later in life (Patrick, 2003).

Service-Learning and Community Engagement

Service-learning is another key approach to fostering civic responsibility among students. Schools increasingly integrate community service programs into their curricula, requiring students to engage in volunteer activities such as environmental cleanups, assisting the elderly, or participating in local governance initiatives (Putnam, 2000).

Research suggests that hands-on community engagement enhances students' empathy, social awareness, and problem-solving skills, making them more responsible citizens (Billig, 2000). Moreover, service-learning bridges the gap between classroom learning and real-world application, reinforcing the importance of civic participation (Battistoni, 2000).

Impact of Civic Responsibility on Student Development

Developing civic responsibility in students has long-term benefits for both individuals and society. Studies indicate that students who receive civic education are more likely to vote, volunteer, and participate in civic discussions in adulthood (Levine, 2007). Moreover, civic responsibility fosters essential life skills such as teamwork, critical thinking, and ethical decision-making, which are valuable beyond school settings (Torney-Purta et al., 2001). Schools that prioritize civic learning contribute to the formation of engaged, responsible, and socially conscious citizens who can positively impact their communities.

Hence, civic responsibility is a vital learning outcome that should be systematically embedded in educational systems. By integrating civic education into curricula, promoting student participation in governance, and encouraging service-learning, schools can cultivate active, informed, and responsible citizens. As research highlights, fostering civic responsibility in students not only enhances their personal development but also strengthens democratic institutions and social cohesion (Westheimer & Kahne, 2004).

1.2.3 Role of Schools in Promoting Active Citizenship

Schools as Foundations for Civic Education

Schools serve as essential institutions for shaping responsible and engaged citizens by providing students with knowledge, values, and skills necessary for active participation in society. Civic education is a key component of school curricula, ensuring that students understand democratic principles, human rights, and social responsibilities (Branson, 1998). According to Torney-

Purta et al. (2001), students exposed to structured civic education programs demonstrate higher levels of civic engagement, political awareness, and social responsibility. By incorporating civic themes into subjects such as history, social studies, and ethics, schools prepare students to become informed and active members of their communities.

Encouraging Democratic Participation in Schools

One of the most effective ways schools promote active citizenship is by providing students with opportunities to engage in democratic decision-making. Structures such as student parliaments, school councils, and leadership groups allow students to participate in governance, debate policies, and voice their concerns (Westheimer & Kahne, 2004). These experiences not only help students understand democratic processes but also instill a sense of responsibility, leadership, and collaboration (Gould, 2011). Research indicates that students who actively participate in school governance are more likely to engage in civic and political activities later in life (Patrick, 2003).

Community Engagement and Service-Learning

In addition to classroom learning, schools play a vital role in fostering active citizenship through service-learning and community engagement initiatives. Programs that integrate community service—such as environmental conservation projects, social welfare activities, and civic awareness campaigns—enhance students' understanding of social issues and their role in addressing them (Billig, 2000). Service-learning not only strengthens students' civic responsibility but also improves their problem-solving, teamwork, and empathy skills (Battistoni, 2000).

According to Putnam (2000), schools that promote civic engagement contribute to building stronger, more cohesive communities by nurturing socially conscious and proactive individuals.

Developing Critical Thinking and Political Awareness

An essential aspect of active citizenship is the ability to critically analyse social and political issues. Schools cultivate these skills by encouraging discussions on democracy, governance, and global challenges, helping students develop informed opinions and engage in constructive debates (Levine, 2007). Programs that expose students to current events, mock elections, and public policy analysis equip them with the knowledge needed to participate effectively in civic life (Kahne & Sporte, 2008). Studies have shown that students who engage in these activities exhibit higher levels of political efficacy and are more likely to engage in community activism (Torney-Purta et al., 2001).

Fostering Ethical and Responsible Behaviour

Active citizenship is not only about participation in democratic processes but also about developing ethical and responsible behaviour. Schools instill values such as honesty, respect, and fairness by integrating moral education into the curriculum and promoting positive behaviour through codes of conduct (Gould, 2011). Ethical education teaches students about the importance of justice, human rights, and civic duties, encouraging them to make responsible decisions that benefit society (Patrick, 2003). By fostering a culture of integrity and accountability, schools help shape students into responsible citizens who contribute positively to their communities.

Thus, schools play a crucial role in promoting active citizenship by providing civic education, fostering democratic participation, encouraging community engagement, and developing critical thinking and ethical behaviour. By integrating these elements into the learning experience, schools prepare students to become responsible, informed, and engaged members of society. Research confirms that an education system that prioritizes civic responsibility not only benefits individual students but also strengthens democratic institutions and social cohesion (Westheimer & Kahne, 2004).

1.3 STUDENT PARLIAMENT AS A TOOL FOR CIVIC ENGAGEMENT

1.3.1 Concept of Student Parliament in Schools

Definition and Purpose

Student parliament is a structured platform within schools that allows students to engage in democratic decision-making, represent their peers, and develop leadership skills. It functions as a miniature version of national or local government, where elected student representatives discuss and address school-related issues (Shah, 2017). The primary objective of student parliament is to instill a sense of civic responsibility, enhance participatory governance, and provide students with firsthand experience in leadership and policymaking (Westheimer & Kahne, 2004).

Role in Civic Engagement

Student parliaments play a crucial role in fostering civic engagement by encouraging students to participate in school governance, community service, and democratic practices. According to Branson (1998), engaging students in decision-making processes helps them understand

democratic values such as representation, accountability, and civic duty. Schools with active student parliaments report higher levels of student involvement in volunteering, advocacy, and political discussions, which contributes to long-term civic participation (Torney-Purta et al., 2001).

1.3.2 Historical Development of Student Parliaments

Origins and Early Development

The concept of student representation in school governance dates back to the late 19th and early 20th centuries when democratic education reforms emphasized student participation (Dewey, 1916). Progressive education movements in countries like the United States and the United Kingdom introduced student councils and school governments to promote active citizenship and leadership (Gutmann, 1987).

Expansion in Modern Education Systems

During the mid-20th century, student parliaments gained popularity as part of civic education initiatives. Many European and Asian countries institutionalized student parliaments to reinforce democratic engagement and social responsibility among youth (Gould, 2011). In recent decades, international organizations such as UNESCO and the European Union have promoted student participation in governance as a means of strengthening democracy and youth leadership (Patrick, 2003).

Student Parliaments in Contemporary Education

Today, student parliaments exist in schools worldwide, varying in structure and function depending on the educational system and cultural context. In many countries, student parliaments are legally recognized as advisory bodies that contribute to school policies and organize civic

activities (Levine, 2007). Research indicates that students who actively participate in school parliaments are more likely to engage in political and social activism in adulthood (Kahne & Sporte, 2008).

1.3.3 Functions and Responsibilities of a Student Parliament

Representing Student Interests

A key function of student parliament is to serve as a voice for students by addressing their concerns and working with school administrators to improve the learning environment. Student representatives act as intermediaries between the student body and school leadership, ensuring that student perspectives are considered in decision-making (Shah, 2017). This process empowers students and fosters a culture of dialogue and negotiation (Westheimer & Kahne, 2004).

Promoting Leadership and Decision-Making

Student parliaments provide students with opportunities to develop leadership skills by managing school projects, organizing events, and engaging in policymaking. According to Branson (1998), active participation in student parliament cultivates skills such as communication, teamwork, and problem-solving, which are essential for civic engagement. Students who take on leadership roles in school governance often demonstrate higher levels of confidence and responsibility (Patrick, 2003).

Encouraging Civic Responsibility and Volunteering

In addition to internal governance, student parliaments engage in community service and social initiatives. Many student parliaments organize charity events, environmental campaigns, and awareness programs on social issues such

as human rights and sustainability (Putnam, 2000). Research suggests that student-led civic activities create a lifelong commitment to volunteerism and community involvement (Torney-Purta et al., 2001).

Enhancing Democratic Participation

Through elections, debates, and policy discussions, student parliaments simulate real-world democratic practices. Elections for student representatives teach students about voting rights, campaign ethics, and the responsibilities of elected officials (Gould, 2011). Participating in debates and policy-making processes improves students' understanding of governance and encourages them to take an active role in civic life beyond school (Levine, 2007).

Accordingly, student parliaments serve as effective tools for promoting civic engagement by providing students with hands-on experience in democracy, leadership, and community service. Historically, student governance has played a crucial role in educational reforms, and its continued integration into modern schooling strengthens youth participation in democratic processes. Research highlights that students who engage in school governance develop essential civic skills that contribute to their long-term political and social involvement (Westheimer & Kahne, 2004). Therefore, strengthening student parliaments in schools can lead to more informed, responsible, and active citizens.

1.4 BENEFITS OF STUDENT PARLIAMENT IN SCHOOL GOVERNANCE

Student parliaments play a significant role in school governance by providing students with opportunities to develop leadership skills, participate in democratic

processes, and cultivate ethical and responsible behaviour. Research indicates that students involved in governance structures gain critical civic competencies that prepare them for active citizenship in the future (Westheimer & Kahne, 2004). Through student parliament, schools foster a culture of participation, accountability, and leadership that benefits both the institution and society as a whole.

1.4.1 Enhancing Leadership and Decision-Making Skills ***Developing Leadership Qualities***

One of the primary benefits of student parliament is the opportunity it provides for students to develop leadership skills. By electing representatives and assigning responsibilities, students learn how to lead, collaborate, and make informed decisions (Branson, 1998). Serving in student parliament enables students to experience leadership firsthand, improving their confidence, public speaking, and teamwork abilities (Gould, 2011). Additionally, student leaders act as role models, inspiring their peers to take initiative and contribute positively to the school environment (Patrick, 2003).

Strengthening Critical Thinking and Problem-Solving Abilities

Decision-making is a key aspect of student parliament, as representatives are tasked with addressing school-related issues and formulating solutions. This process enhances students' critical thinking skills by requiring them to evaluate different perspectives, analyse the consequences of their decisions, and develop strategic solutions (Levine, 2007). According to Torney-Purta et al. (2001), students involved in decision-making bodies demonstrate higher levels of problem-solving ability and civic awareness

compared to those who are not engaged in governance activities.

Preparing for Future Leadership Roles

Participation in student parliament equips students with leadership experience that is valuable beyond school. Many former student leaders continue to engage in civic and political activities in adulthood, applying the skills they acquired in school governance to real-world scenarios (Putnam, 2000). Leadership roles in school parliament often translate into increased participation in university student unions, community organizations, and even political careers (Patrick, 2003).

1.4.2 Encouraging Student Participation in Democratic Processes

Fostering an Understanding of Democracy

Student parliament serves as a practical model of democracy, helping students understand key democratic principles such as representation, voting, and governance. Through election campaigns, debates, and policy-making, students gain firsthand experience in democratic processes, reinforcing the importance of civic engagement (Branson, 1998). Research shows that students who engage in democratic school governance are more likely to vote and participate in political activities as adults (Kahne & Sporte, 2008).

Encouraging Civic Engagement Beyond School

The habits and attitudes developed through student parliament often extend beyond the school environment. According to Levine (2007), schools that emphasize student governance and civic education produce individuals who are more likely to engage in volunteer work,

advocacy, and community service. Student parliament encourages students to take an active role in social and political issues, preparing them to become responsible citizens in democratic societies (Westheimer & Kahne, 2004).

Strengthening Communication and Negotiation Skills

Effective governance requires collaboration, dialogue, and negotiation, all of which are key components of student parliament activities. Students learn how to present their ideas, listen to opposing viewpoints, and reach compromises—essential skills for democratic participation (Gould, 2011). The ability to articulate opinions clearly and engage in constructive debate fosters both personal and professional growth, benefiting students in their future academic and career pursuits (Patrick, 2003).

1.4.3 Promoting Ethical and Responsible Behaviour

Instilling a Sense of Responsibility

Participation in student parliament fosters a strong sense of responsibility among students, as they are accountable to their peers and the school administration. Elected representatives are entrusted with the task of addressing student concerns, making decisions that impact the school community, and ensuring fair representation (Branson, 1998). This responsibility encourages students to act with integrity and develop a commitment to ethical leadership (Patrick, 2003).

Encouraging Fairness and Social Justice

Student parliaments promote ethical decision-making by exposing students to concepts of justice, fairness, and equality. Through discussions on school policies, student welfare, and disciplinary measures, student representatives

develop an appreciation for ethical governance and social justice (Levine, 2007). Research indicates that students who engage in governance structures are more likely to advocate for fairness and inclusivity in their communities (Westheimer & Kahne, 2004).

Building a Culture of Respect and Accountability

Ethical leadership is reinforced through the principles of accountability and respect that guide student parliament activities. Representatives learn the importance of transparency, honesty, and fairness when making decisions that affect their peers (Putnam, 2000). By adhering to democratic principles and ethical standards, student parliament fosters a school culture that values respect, cooperation, and shared responsibility (Torney-Purta et al., 2001).

Above all student parliament provides numerous benefits in school governance by fostering leadership skills, promoting democratic participation, and encouraging ethical behaviour. Research confirms that students who actively participate in governance structures develop valuable civic competencies that prepare them for future leadership roles and responsible citizenship (Westheimer & Kahne, 2004). By integrating student parliament into school governance, educational institutions contribute to the development of engaged, ethical, and informed individuals who positively impact their communities.

1.5 ROLE OF STUDENT PARLIAMENT IN SHAPING CIVIC VALUES

Student parliament serves as a crucial mechanism for instilling civic values in students by promoting democratic participation, social responsibility, and ethical leadership.

By actively engaging in school governance, students learn the importance of accountability, community involvement, and justice. According to Westheimer and Kahne (2004), civic education should go beyond theoretical knowledge to provide students with real-life experiences in decision-making, leadership, and community service. Student parliament creates an environment where these values are actively practiced, fostering responsible and engaged citizens.

1.5.1 Fostering Accountability and Social Awareness

Understanding Accountability in Governance

Accountability is a fundamental principle of democratic governance, and student parliament provides a platform where students can experience this firsthand. Student representatives are responsible for advocating for their peers, addressing concerns, and implementing school policies effectively (Branson, 1998). This responsibility helps students understand the importance of being answerable for their actions and decisions, reinforcing the idea that leadership involves both rights and duties (Gould, 2011).

Encouraging Ethical Decision-Making

Student parliament cultivates ethical decision-making by exposing students to real-life governance challenges. Representatives are often required to balance diverse interests, resolve conflicts, and make fair decisions that benefit the entire student body. These experiences contribute to the development of integrity, honesty, and transparency in leadership (Patrick, 2003). Research suggests that students who participate in democratic

decision-making processes are more likely to carry these ethical values into adulthood (Levine, 2007).

Raising Awareness of Social Issues

Through debates, discussions, and school-wide initiatives, student parliaments raise awareness about pressing social issues such as environmental sustainability, human rights, and mental health (Putnam, 2000). Engaging with such topics at an early stage encourages students to think critically about societal challenges and their role in addressing them. According to Torney-Purta et al. (2001), students who actively participate in civic education programs demonstrate higher levels of social awareness and are more likely to contribute to their communities.

1.5.2 Encouraging Community Participation and Volunteering

Building a Culture of Service

Community participation is a key aspect of civic responsibility, and student parliaments play a pivotal role in promoting volunteerism. Many student parliaments organize community service projects such as charity drives, environmental clean-ups, and awareness campaigns. These activities help students develop a sense of civic duty and reinforce the importance of giving back to society (Patrick, 2003).

Developing Leadership Through Service

Volunteering allows students to experience leadership in a non-traditional setting. Organizing events, mobilizing resources, and leading community initiatives enhance students' leadership skills while also fostering empathy and cooperation (Westheimer & Kahne, 2004). Research indicates that students who engage in volunteer work

through school programs are more likely to continue civic engagement in adulthood (Levine, 2007).

Strengthening School-Community Relationships

By participating in community initiatives, student parliaments serve as a bridge between schools and society. Collaborations with local organizations, government bodies, and NGOs allow students to witness the impact of civic engagement beyond school premises (Gould, 2011). Such interactions contribute to a greater understanding of governance, policymaking, and social development, preparing students for future civic involvement (Branson, 1998).

1.5.3 Developing a Sense of Justice and Fairness

Promoting Democratic Decision-Making

One of the primary roles of student parliament is to ensure that all students have a voice in school governance. This democratic approach reinforces the values of justice and fairness by encouraging inclusive decision-making, where diverse opinions are respected and considered (Torney-Purta et al., 2001). When students see their ideas being valued, they develop a strong belief in democratic processes and equal representation (Patrick, 2003).

Ensuring Fair Representation of Student Concerns

Student parliaments are responsible for addressing grievances and ensuring that school policies are fair and just for all students. This responsibility teaches student representatives the importance of advocating for underrepresented groups and upholding principles of equity and inclusion (Kahne & Sporte, 2008). Research suggests that students involved in participatory governance develop a heightened sense of social justice and are more likely to

challenge unfair practices in society (Westheimer & Kahne, 2004).

Teaching Conflict Resolution and Mediation

Conflict resolution is an essential civic skill, and student parliaments provide a structured environment where students can learn to mediate disputes and negotiate fair solutions. By resolving conflicts among peers, students develop critical thinking and problem-solving skills while fostering a culture of dialogue and mutual respect (Putnam, 2000). Learning to address disagreements constructively prepares students for responsible citizenship and ethical leadership in their future careers (Levine, 2007).

Student parliaments play a significant role in shaping civic values by fostering accountability, encouraging community participation, and promoting justice. Through democratic decision-making and active engagement in governance, students develop a deep understanding of their civic responsibilities and ethical leadership. Research confirms that early exposure to participatory governance enhances students' commitment to social justice, volunteerism, and responsible citizenship (Westheimer & Kahne, 2004). Therefore, strengthening student parliament initiatives can serve as a crucial step in preparing the next generation of informed, ethical, and engaged citizens.

1.6 OVERVIEW OF AYANKULAM VILLAGE AND ITS EDUCATIONAL SETUP

Ayankulam is a small village in the Palayamkottai Block of Tirunelveli District, Tamil Nadu, India. Like many rural settlements, the village faces several developmental challenges, particularly in infrastructure and education. Despite its proximity to major towns, Ayankulam struggles

with access to basic amenities, which impacts the quality of life and educational opportunities for its residents. This section explores the village's geographic and socioeconomic context, the structure of its schools, and the challenges faced in promoting civic education in rural areas (Government of Tamil Nadu, 2017).

1.6.1 Geographic and Socioeconomic Context of Ayankulam Village

Location and Administrative Details

Ayankulam is located approximately 10 kilometres east of Tirunelveli, the district headquarters, and 650 kilometres from Chennai, the state capital. The village falls under the Puthukulam Panchayath and is part of the Palayamkottai Block. Its postal code is 627007, with the Perumalpuram post office serving as the main postal facility. The village is situated near the border of Tirunelveli and Tuticorin districts, with Karungulam Block lying to its east (Census of India, 2011).

Surrounding Areas and Connectivity

Ayankulam is surrounded by several administrative blocks:

- Tirunelveli Block (North)
- Karungulam Block (East)
- Manur Block (North)
- Cheranmahadevi Block (West)

Nearby towns such as Tirunelveli, Vadakkuvalliyur, Vikramasingapuram, and Panagudi provide essential services and employment opportunities. However, Ayankulam itself faces transportation challenges, including a lack of regular bus services for students and the general public, making accessibility difficult (Government of Tamil Nadu, 2017).

Livelihood and Economic Activities

The village's economy primarily depends on agriculture and cattle rearing, with most residents engaged in farming-related occupations. The literacy rate in Ayankulam is low, contributing to a lack of skilled employment opportunities. Due to the absence of industries and urban infrastructure, many young people migrate to nearby towns for education and employment (Census of India, 2011; Government of Tamil Nadu, 2017).

Infrastructure Challenges

Ayankulam struggles with basic civic amenities, including:

- **Water supply issues:** Limited access to clean drinking water
- **Poor drainage systems:** Leading to sanitation and health concerns
- **Inadequate waste management:** Causing environmental and hygiene problems
- **Limited transportation:** Lack of proper bus facilities affects school attendance and access to services

These infrastructural deficiencies contribute to the socioeconomic stagnation of the village, making educational progress and civic awareness more challenging (Government of Tamil Nadu, 2017; Census of India, 2011).

1.6.2 Structure and Functioning of Schools in the Village

Educational Institutions in Ayankulam

Ayankulam has only one government-aided primary school, which serves children up to elementary levels. The school has low student strength, reflecting challenges such

as low enrollment rates, teacher shortages, and lack of facilities.

For secondary and higher education, students must travel to Palayamkottai, a nearby town with better-equipped schools and colleges. The lack of educational institutions within the village discourages many students from continuing their studies, contributing to the low literacy rate (UDISE+, 2021; Government of Tamil Nadu, 2017).

Educational Challenges in the Village

- **Limited access to secondary and higher education:** Students have to travel long distances to pursue further studies.
- **Low enrolment and dropout rates:** Due to poverty and lack of transport, many children do not complete their schooling.
- **Lack of infrastructure in the primary school:** Limited classrooms, learning materials, and qualified teachers affect the quality of education.
- **Gender disparity in education:** Girls are often at a higher risk of dropping out due to social and economic constraints (UDISE+, 2021; Government of Tamil Nadu, 2017; UNICEF, 2019).

Need for Educational Reforms

To improve educational access and outcomes in Ayankulam, the following steps are essential:

- **Upgrading the existing primary school** with better infrastructure and teaching staff.
- **Introducing scholarships and incentives** to encourage higher enrolment and reduce dropouts.

- **Improving transportation facilities** so that students can travel to schools in nearby towns more easily.
- **Providing vocational training** to equip students with practical skills that align with the village's economic activities (Ministry of Education, 2020; Government of Tamil Nadu, 2017; UNICEF, 2019).

1.6.3 Challenges in Civic Education in Rural Areas

Limited Awareness and Engagement

Civic education plays a crucial role in empowering individuals to participate in democratic processes and community development. However, in Ayankulam, **civic education is not a priority**, leading to **low levels of political and social awareness**. Many residents **lack knowledge about their rights and responsibilities**, which affects their ability to demand better services and governance (UNESCO, 2017; Government of Tamil Nadu, 2017).

1.6.4 Barriers to Civic Participation

Several challenges hinder the promotion of civic education in rural areas like Ayankulam:

- **Low literacy levels:** Making it difficult for residents to understand civic rights and responsibilities.
- **Limited access to information:** Due to poor digital connectivity and lack of libraries or resource centres.
- **Political disengagement:** Many villagers do not actively participate in local governance due to lack of awareness or interest.

- **Social and economic constraints:** Poverty and daily survival struggles often take precedence over civic concerns. (UNDP, 2018; Government of Tamil Nadu, 2017; UNICEF, 2019).

1.6.5 The Role of Schools in Civic Education

Schools can play a vital role in fostering civic responsibility by:

- **Incorporating civic education in the curriculum** to teach students about democracy, governance, and social responsibility.
- **Encouraging student participation in school governance** through student parliaments and leadership programs.
- **Organizing community engagement activities** such as awareness drives, cleanliness campaigns, and voter education programs (NCERT, 2005; UNESCO, 2017).

Way Forward: Strengthening Civic Education in Rural Areas

To improve civic engagement in Ayankulam, the following initiatives should be considered:

- **Awareness programs and workshops** to educate villagers about their civic rights and duties.
- **Improving digital access** to information through mobile libraries or community centres.
- **Strengthening local governance structures** by increasing village participation in decision-making processes.
- **Enhancing school curricula** to include practical aspects of civic education, such as leadership training and public speaking (UNDP, 2018;

Ministry of Rural Development, 2020; NCERT, 2005).

Ayankulam village faces multiple challenges related to infrastructure, education, and civic engagement. The lack of basic facilities, poor transportation, and limited access to higher education have contributed to low literacy rates and economic dependency on agriculture. Schools play a vital role in shaping civic awareness, but the existing educational system in the village is underdeveloped, requiring urgent reforms. Strengthening educational institutions, promoting civic awareness, and improving infrastructure are essential steps toward empowering the community and fostering sustainable development in Ayankulam (UNDP, 2018; Ministry of Rural Development, 2020; NCERT, 2005).

1.7 NEED FOR THE STUDY IN THE CONTEXT OF AYANKULAM VILLAGE

Ayankulam, a rural village in Tirunelveli District, faces significant challenges related to education, civic engagement, and democratic participation. With limited access to higher education and a low literacy rate, students in the village have minimal exposure to civic responsibilities and democratic practices. The absence of structured platforms for student leadership further limits their ability to develop essential skills such as decision-making, accountability, and active citizenship. This study aims to analyse how student parliaments can serve as a tool to bridge these gaps, fostering civic responsibility and leadership among students in Ayankulam (UNICEF, 2019; Government of Tamil Nadu, 2017; NCERT, 2005).

Existing Civic Engagement Levels Among Students

Civic engagement among students in Ayankulam remains minimal due to a lack of awareness and opportunities. Many students have limited knowledge of governance structures, democratic processes, and their rights and responsibilities as citizens. Unlike students in urban areas who often participate in civic initiatives, students in Ayankulam rarely engage in discussions about elections, governance, or social issues. Furthermore, there are very few opportunities for students to participate in community-based activities such as cleanliness drives, awareness programs, or social service projects that could enhance their sense of responsibility. Without exposure to civic engagement, students do not develop an understanding of their role in society or how they can contribute to community development (UNICEF, 2019; UNDP, 2018; Government of Tamil Nadu, 2017).

Another major concern is the absence of leadership opportunities for students. Since the village has only one government-aided primary school, students seeking further education must travel to nearby towns, limiting their chances of participating in student-led initiatives. Additionally, there is no formal structure within the school for student representation, which means that students do not have a voice in school-related matters. This lack of engagement not only reduces students' interest in governance but also impacts their confidence in decision-making and leadership (UNICEF, 2019; NCERT, 2005; UNESCO, 2017).

Gaps in School-Based Democratic Practices

One of the most significant gaps in Ayankulam's educational system is the lack of structured democratic practices within schools. The village school does not have a student parliament or any similar student-led body that allows students to engage in democratic decision-making. In many urban schools, student councils and elections provide students with first-hand experience in democratic governance, teaching them essential leadership and communication skills. However, in Ayankulam, students do not have such exposure, leading to a limited understanding of democracy and civic engagement (UNICEF, 2019; UNESCO, 2017; NCERT, 2005).

Moreover, the traditional teacher-centered approach to education in the village further limits opportunities for students to engage in critical discussions on governance and social responsibility. Classrooms rarely encourage open discussions on civic issues, and students are not given opportunities to participate in decision-making processes related to their education or school environment. Without an active role in their own learning and school governance, students remain passive recipients of education rather than engaged citizens preparing for future leadership roles (UNICEF, 2019; NCERT, 2005; UNESCO, 2017).

Rationale for Examining Student Parliament's Impact

Introducing a student parliament in Ayankulam's school system could serve as an effective strategy to promote civic engagement and leadership skills among students. A well-structured student parliament can provide students with hands-on experience in governance, helping them develop confidence, public speaking abilities, and a sense of

responsibility. By actively participating in school decision-making and organizing events, students can cultivate essential leadership qualities that will benefit them in their personal and professional lives (UNICEF, 2019; NCERT, 2005; UNESCO, 2017).

Furthermore, civic awareness cannot be limited to theoretical learning. A student parliament offers a practical platform where students can engage in discussions about democracy, justice, and social responsibility. Through organized elections, debates, and decision-making processes, students can gain a deeper understanding of democratic values and governance structures. This exposure can encourage them to be more socially conscious and actively participate in civic life beyond the school environment (UNICEF, 2019; NCERT, 2005; UNESCO, 2017).

Additionally, a functional student parliament can serve as a bridge between students and the larger community, encouraging civic participation at the grassroots level. When students take an active role in organizing awareness campaigns, addressing local school issues, and interacting with community leaders, they develop a sense of accountability and social responsibility. This can help create a culture of civic engagement within the village, inspiring not only students but also their families to be more involved in governance and social development.

Implementing a student parliament in Ayankulam can also serve as a model for other rural schools struggling with similar challenges. If successful, this initiative can demonstrate the effectiveness of student-led governance in

fostering civic education and leadership among rural students. The insights gained from this study can contribute to policy recommendations for improving democratic education in rural areas, ensuring that students from underprivileged backgrounds receive equal opportunities to develop civic responsibility (UNICEF, 2019; NCERT, 2005; UNESCO, 2017).

The lack of civic engagement and democratic exposure among students in Ayankulam village highlights the need for structured student representation in schools. By examining the role of student parliament in fostering civic responsibility, this study aims to explore how rural students can be empowered to become active and responsible citizens. The findings of this research can provide valuable insights into strategies for integrating democratic education into rural schools, ultimately contributing to greater social and political awareness in communities like Ayankulam. Strengthening civic education through student parliaments has the potential to transform students into proactive members of society who can drive positive change within their communities (UNICEF, 2019; NCERT, 2005; UNESCO, 2017).

1.8 SIGNIFICANCE OF THE STUDY

This study holds significant importance as it explores the impact of student parliament in fostering civic responsibility among school students in Ayankulam village. In rural communities like Ayankulam, where civic awareness and democratic participation are limited, educational institutions serve as the primary platform for instilling civic values. However, the absence of structured student representation and engagement opportunities often

leads to a passive approach to governance and social responsibility. By analysing the role of student parliament in shaping students' understanding of democracy and leadership, this study contributes to the broader discourse on civic education, student empowerment, and participatory governance in rural schools (UNICEF, 2019; NCERT, 2005; UNESCO, 2017).

Civic education plays a crucial role in preparing students to become active participants in democracy. However, in many rural schools, formal civic education is inadequate, and students have little to no exposure to democratic processes (Torney-Purta et al., 2015). This study examines how student parliament can serve as a practical tool for civic learning, allowing students to experience governance, decision-making, and responsibility first-hand. Instead of relying solely on textbooks, students will have the opportunity to engage in school-based elections, discussions on policies, and leadership activities, which can significantly enhance their understanding of civic duties and social responsibility.

Another key aspect of this study is its focus on student leadership and democratic participation. Student parliaments act as platforms for leadership development, enabling students to practice skills such as public speaking, problem-solving, teamwork, and decision-making (Mager & Nowak, 2012). In Ayankulam, where students lack exposure to leadership opportunities, implementing a structured student parliament can help them gain practical experience in democratic participation. By taking active roles in school governance and community initiatives,

students can cultivate leadership qualities that will benefit them in their future roles as responsible citizens.

In addition to its impact on students, this study also addresses the educational challenges faced by rural communities. Ayankulam, like many other villages, lacks sufficient educational infrastructure and student engagement programs (Aikara, 2017). With only one government-aided primary school and limited exposure to democratic processes, students often remain passive recipients of education rather than active participants. By examining how student parliament can bridge this gap, the study provides insights into how rural students can be given equal opportunities to develop civic awareness and leadership skills, similar to their urban counterparts.

Furthermore, student parliament initiatives do not only benefit students but also have a significant impact on the larger community. When students actively engage in school governance, they become more aware of local issues such as waste management, water scarcity, and transportation problems—challenges that directly affect their daily lives. This study explores how student-led initiatives, such as community awareness campaigns and environmental programs, can lead to increased civic engagement among families and local community members. By encouraging youth-led civic participation, the research highlights how schools can act as catalysts for social change in rural areas.

The findings of this study also have important implications for educational policy and school governance. If student parliament proves to be an effective tool for civic learning and leadership development, it could serve as a

model for other rural schools across Tamil Nadu and beyond. Schools, educators, and policymakers can use the insights from this study to implement structured student governance systems, ensuring that students in underprivileged communities receive the necessary skills and opportunities to engage in democratic processes. This research will also provide practical recommendations on establishing and sustaining student parliaments, making it a valuable resource for educational reforms and participatory learning strategies in rural schools.

1.9 STATEMENT OF THE PROBLEM

“Impact of Student Parliament on Civic Responsibility Among the School Students in Ayankulam Village”

Civic responsibility is a fundamental element in shaping active, informed, and responsible citizens in a democratic society. However, in rural areas like Ayankulam Village, fostering civic engagement and accountability among school students remains a significant challenge due to limited opportunities for participatory experiences and practical exposure to governance. With a lack of structured platforms for student involvement in decision-making and community activities, students often miss out on essential learning experiences that nurture civic values, leadership, and social awareness. This gap in civic education hinders their ability to understand and actively participate in democratic processes, limiting their contribution to community development and social responsibility.

The Student Parliament serves as an innovative platform designed to simulate real-world democratic practices within the school environment. By actively

engaging in structured governance, students have the opportunity to develop critical civic competencies such as decision-making, leadership, communication, and accountability. This study aims to examine the impact of Student Parliament on the civic responsibility of school students in Ayankulam Village by evaluating changes in their understanding, attitudes, and behaviors related to civic duties. The research will particularly assess how participation in Student Parliament influences students' involvement in public health and hygiene initiatives, responsible social media usage, and the development of essential social skills such as teamwork, conflict resolution, and ethical decision-making.

Through an experimental approach, this study seeks to determine whether structured participation in student governance significantly enhances students' sense of responsibility, critical thinking, and engagement in civic activities. The findings of this research will contribute to understanding the effectiveness of student parliaments in rural educational settings, offering insights into how schools can serve as catalysts for democratic learning and active citizenship. Moreover, it will provide valuable recommendations for policymakers, educators, and community leaders on how to integrate civic education more effectively into school curricula, ensuring that students in underprivileged communities develop the knowledge, skills, and values necessary for meaningful civic participation.

1.10 OPERATIONAL DEFINITIONS OF KEY TERMS

**“Impact of Student Parliament on Civic Responsibility
Among the School Students in Ayankulam Village”**

Student Parliament

The Student Parliament refers to a structured student-led body within a school that simulates a democratic governance system. It consists of elected student representatives who participate in decision-making, leadership activities, and school governance. In this study, the Student Parliament serves as a platform for students to engage in discussions, propose policies, and take responsibility for various initiatives related to school and community development. The effectiveness of Student Parliament will be assessed based on students' participation, leadership roles, and engagement in civic-related activities.

Civic Responsibility

Civic Responsibility is defined as the obligation of individuals to contribute positively to society through active participation in community and democratic processes. In this study, civic responsibility encompasses students' awareness, attitudes, and behaviours related to public service, social justice, ethical decision-making, and engagement in school governance. It includes specific actions such as participation in community service, awareness of public health and hygiene, responsible use of social media, and adherence to democratic principles within the school setting.

School Students

School Students refer to individuals enrolled in primary or secondary education who are actively engaged in learning and school activities. For the purpose of this study, school students in Ayankulam Village are the primary subjects whose civic responsibility is assessed based on their involvement in Student Parliament and other school-based democratic initiatives. Their level of participation, leadership skills, and understanding of civic duties will be key indicators in evaluating the impact of the Student Parliament.

Ayankulam Village

Ayankulam Village is a rural settlement in the Palayamkottai Block of Tirunelveli District, Tamil Nadu, India. The village has limited educational infrastructure, with only one government-aided primary school, and faces challenges related to civic engagement, literacy, and access to public services. In this study, Ayankulam Village represents the contextual setting where the research is conducted, focusing on how rural students' participation in the Student Parliament influences their civic responsibility and engagement with community issues.

1.11 OBJECTIVES OF THE STUDY

- 1.To find out the level of impact of student parliament on civic responsibility among the school children of Ayankulam village with reference to the background variables such as gender, age, class, nature of school, type of school, location of the school, type of family, parental education and parental occupation.
- 2.To find whether there is any significant difference between pre-test and post-test scores on impact of student parliament on civic responsibility among the school

children of Ayankulam village with reference to gender, age, type of school and type of family.

3.To find whether there is any significant difference among the pre-test and post-test scores on impact of student parliament on civic responsibility among the school children of Ayankulam village with reference class and nature of the school.

4.To find whether there is any significant association between the pre-test and post-test scores on impact of student parliament among the school children of Ayankulam village with reference to parent's education and parent's occupation

1.12 NULL HYPOTHESIS

1.The level of impact of student parliament on civic responsibility among the school children of Ayankulam village with reference to the background variables such as gender, age, grade level, nature of school, type of school, location of the school, type of family, parental education and parental occupation is low.

2. There is no significant difference between pre-test and post-test scores on impact of student parliament on civic responsibility among the school children of Ayankulam village with reference to gender, age, type of school and type of family.

3. There is no significant difference among the pre-test and post-test scores on impact of student parliament on civic responsibility among the school children of Ayankulam village with reference grade level and nature of the school.

4. There is no significant association between the pre-test and post-test scores on impact of student parliament on civic responsibility among the school children of

Ayankulam village with reference to parent's education and parent's occupation.

1.13 LIMITATIONS OF THE STUDY

Limitations in research refer to the factors that are beyond the researcher's control and may impact the study's validity, reliability, or generalizability. These constraints can arise from various sources, such as time limitations, financial restrictions, sample size, or data availability. Additionally, limitations may include biases in data collection, measurement errors, or unforeseen external factors that influence the results (Creswell & Creswell, 2018). As part of the study, the investigators have identified certain limitations, such as

- The study includes only 30 school going children of the village, which limits the generalizability of the findings beyond Ayankulam Village.
- The results may not be applicable to students in urban schools or different cultural contexts.
- Other factors such as family background, community engagement, or media exposure may also shape civic responsibility but cannot be entirely controlled.

1.14 DELIMITATIONS OF THE STUDY

Delimitations, on the other hand, are the boundaries that a researcher intentionally sets to narrow the focus of the study. These include specific choices related to research objectives, participant selection, geographic location, time frame, and methodology (Mertens, 2020). By clearly defining delimitations, researchers establish the scope of their study and ensure that it remains manageable.

- The study is limited to Ayankulam Village.

- The research focuses exclusively on school-going children in Ayankulam Village.
- The study employs an experimental approach, which does not explore qualitative aspects such as student motivations in depth.
- The study relies on the intervention of the student parliament and pre- and post-test analysis rather than surveys or interviews.

1.15 CONCLUSION

The Student Parliament is a transformative educational initiative that plays a crucial role in fostering civic responsibility and active citizenship among students. By engaging in democratic processes, leadership roles, and experiential learning activities, students gain a deeper understanding of their rights, responsibilities, and contributions to society. Research suggests that participatory learning models enhance students' civic awareness, leadership abilities, and commitment to social responsibility (Torney-Purta et al., 2015). This study seeks to examine the impact of Student Parliament on civic responsibility among school students in Ayankulam Village, focusing on key dimensions such as public health and hygiene, responsible social media usage, and the development of essential social skills.

Through structured participation in student governance, it is anticipated that students will develop a heightened sense of civic duty, ethical decision-making, and social engagement. Prior studies highlight that school-based democratic practices contribute to students' long-term civic participation and responsible behavior (Mager & Nowak, 2012). The findings from this study will provide

valuable insights into the effectiveness of student parliaments in rural educational settings, offering a replicable model for both rural and urban schools to enhance civic learning. Additionally, the research will contribute to educational policy discussions by emphasizing the need for participatory and experiential learning approaches in fostering civic responsibility.

Ultimately, this study aims to contribute to the broader goal of cultivating socially responsible and engaged citizens who can drive community development and societal progress. By equipping students with the necessary skills, values, and knowledge to actively participate in democratic and civic life, educational institutions can serve as catalysts for strengthening democratic culture in rural areas like Ayankulam (Aikara, 2017).

CHAPTER - II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

A Review of Related Literature is an essential component of academic research that involves the systematic examination and synthesis of existing studies related to a specific topic. It serves as a foundation for new research by analyzing previous works, identifying gaps, and providing a comprehensive understanding of the subject matter. The RRL ensures that the current study builds upon established knowledge, avoids redundancy, and contributes meaningful insights to the field (Boote & Beile, 2005).

2.2 PURPOSE OF THE REVIEW OF RELATED LITERATURE

The primary purpose of an RRL is to provide a solid theoretical and empirical basis for research. It helps establish a framework by identifying key theories, models, and findings that support the study (Creswell, 2018). Additionally, it plays a crucial role in recognizing research gaps that justify the need for further investigation (Machi & McEvoy, 2016). Conducting an RRL also prevents duplication by ensuring that the research contributes original insights rather than reiterating past studies (Randolph, 2009). Furthermore, it provides context by situating the study within the broader academic discourse and helps researchers select appropriate methodologies for their investigations (Ridley, 2012).

2.3 IMPORTANCE OF THE REVIEW OF RELATED LITERATURE

A well-structured RRL enhances the credibility of a study by grounding it in established research. It ensures academic rigor by demonstrating a comprehensive understanding of the topic and refining research questions and hypotheses. The RRL also strengthens the study's theoretical foundation, allowing researchers to make informed decisions based on prior findings. Moreover, it enables scholars to engage in scholarly debates and discussions, fostering the advancement of knowledge in the field (Galvan & Galvan, 2017).

2.4 TYPES OF REVIEW OF RELATED LITERATURE

Narrative Review

A narrative review is a comprehensive summary of the literature on a particular subject. It typically involves a qualitative synthesis of research findings and focuses on broad concepts, trends, or patterns in the existing literature without performing statistical analysis. This type of review is more descriptive and offers an overview of the current state of research on a given topic (Baumeister & Leary, 1997).

Systematic Review

A systematic review is a methodical and transparent approach to identifying, evaluating, and synthesizing studies on a particular research question. It follows a structured protocol that includes defined inclusion and exclusion criteria, minimizing bias and enhancing the reliability of the findings (Petticrew & Roberts, 2006). This type of review often includes a meta-analysis.

Meta-analysis

Meta-analysis is a statistical technique used to combine results from multiple studies to provide a more precise estimate of the effect or relationship being studied. It involves pooling data from various studies and analyzing it collectively to identify trends and patterns that may not be apparent in individual studies (Borenstein et al., 2009).

Theoretical Review

A theoretical review examines and critiques the theories, models, and frameworks that are relevant to the research topic. This type of review helps to refine conceptual frameworks and theoretical assumptions that guide the research (Grant & Booth, 2009).

Scoping Review

A scoping review is a preliminary review that maps the existing literature on a specific topic to identify key concepts, theories, and research gaps. It does not typically involve a detailed synthesis of the literature but instead highlights broad trends and areas that require further investigation (Arksey & O'Malley, 2005).

2.5 USES OF THE REVIEW OF RELATED LITERATURE

Enhancing Research Knowledge

The RRL contributes to enhancing knowledge by providing a comprehensive understanding of existing research, findings, and theories related to the study. It helps researchers grasp the current state of knowledge and the debates surrounding a topic (Galvan & Galvan, 2017).

Guiding Hypothesis Development

The RRL plays a crucial role in shaping hypotheses and research questions. By identifying gaps in the existing

literature, researchers can formulate hypotheses that address areas where knowledge is lacking or inconsistent (Randolph, 2009).

Identifying Key Variables

An important use of the RRL is to identify and define key variables or concepts that are central to the research. Reviewing past studies helps clarify definitions, measures, and relationships between variables that will be tested or explored in the current study (Creswell, 2018).

Determining Methodology

The RRL aids in determining the research methodology by providing insights into the methods and approaches used in similar studies. Researchers can select appropriate techniques based on the findings and strategies employed in past literature (Ridley, 2012).

Validating Findings

The RRL helps validate the study's findings by comparing them with those of previous research. By examining how the current study's results align with or differ from existing literature, researchers can assess the credibility and significance of their findings (Hart, 2018).

Contributing to Academic Discussions

A well-executed RRL contributes to the ongoing academic dialogue by engaging with existing research. It helps position the study within the broader scholarly context and stimulates further discussion and exploration of the topic (Boote & Beile, 2005).

2.6 STUDIES CONDUCTED IN INDIA

Patel, P. K., Sekher, T. V. (2024). Young India, ageing parliament. This article examines the historical and current trends of young adult representation (aged 25–40) in the

Lok Sabha, highlighting a significant decline from 1951–52 to 2024. The study formulates a youth representation index to measure the presence of young adults in Parliament, revealing a noticeable shift towards an aging Parliament and underrepresentation of youth demographics.

Kalpana, S. S., & Kumar, S. S. S. (2023). Enhancing knowledge on democracy among children using social group work method through children parliament approach. This study explores the effectiveness of using social group work methods through the Children Parliament approach to enhance democratic knowledge among children. The research highlights how structured group activities can foster a better understanding of democratic principles and active participation among young students.

Saha, L. (2023). Student School Elections and Political Engagement: A Cradle of Democracy? This study examines the relationship between participation in school-based political activities, such as Student Representative Councils (SRCs), School Parliaments, and Student Prefect systems, and future political engagement. The research analyzes data on students' involvement in standing for office and voting in these school elections, exploring how early engagement in school governance may influence civic responsibility and political participation in adulthood.

Raesi, D. C., & Abdulkarim, A. (2023). The Role of Civic Education Subjects in Shaping the Character of Student Responsibility. This study examines the role of Civic Education subjects in shaping students' character, particularly their sense of responsibility. Employing a qualitative approach and literature study methods, the research highlights that the effectiveness of Civic

Education in fostering responsibility is influenced by the cultivation of character values and the transition to less effective learning methods. The study emphasizes the need for a deeper examination of Civic Education subjects to enhance the inculcation of responsibility among students.

Mary, S. D., & Sivagami, A. (2023). Perspectives of Children's Parliament in Thiruvallur District, Tamil Nadu: An Exploratory Study. This exploratory study investigates the perspectives of children involved in children's parliaments in Thiruvallur District, Tamil Nadu. Using purposive sampling, data were collected from 450 members across 30 children's parliaments. The study analyzes factors such as parental attachment, peer and teacher relationships, and identifies sources of conflict like misunderstandings and financial issues. The research concludes that children's parliaments play a crucial role in the holistic development of participants, encompassing various dimensions including social, political, and ethical growth.

Jebaraj, B. D., Raja, A. J., & Fonceca, C. M. (2023). Enhancing Knowledge on Democracy among Children Using Social Group Work Method through Children Parliament. This study aims to enhance children's understanding of democracy through the implementation of social group work methods within the framework of children's parliaments. Conducted with 40 children, the research utilized a quasi-experimental design to assess knowledge acquisition before and after the intervention. The results indicate that participation in children's parliaments effectively imparts democratic knowledge, fosters leadership skills, and contributes to the

multidimensional growth of children, preparing them to be informed future citizens.

Youth Participation in National Parliaments: 2023 Inter-Parliamentary Union. (2023). This report highlights the global state of youth participation in national parliaments as of 2023. It reveals that while half of the world's population is under 30, only 2.8% of parliamentarians fall within this age group. The report discusses the implications of this disparity and emphasizes the need for increased youth engagement in legislative processes to address issues pertinent to younger generations.

Kumar, P. (2022). Participation of Youth in Parliament and Their Literacy Rate: An Asian Perspective. This study investigates the representation of youth under the ages of 30, 40, and 45 in the parliaments of Asian countries and examines the correlation with adult literacy rates. The findings indicate that despite high educational levels in several countries, youth representation in parliament remains low, suggesting a lack of political interest among young individuals.

Virgiawan, I., & Sundawa, D. (2022). Building Civic Responsibility and Democratic Attitudes of Students in Learning Pancasila and Civic Education. This study analyzes the challenges of online learning during the COVID-19 pandemic in building civic responsibility and democratic attitudes among students in Pancasila and Civic Education courses. Using a qualitative approach with literature study methods, the research found that online learning posed obstacles in character education. The study suggests that innovations in online learning methods and

teacher commitment are essential to overcome these challenges and effectively build civic responsibility and democratic attitudes in students.

Neighbourocracy and Children's Parliaments in India Sociocracy for All. (2021). This case study examines the implementation of the Sociocratic Circle Method within India's Neighbourhood Children's Parliaments. It highlights the structure, functioning, and impact of these parliaments on children's participation in community governance.

Ahmed, S., & Patel, R. (2021). Gender and Participation in Student Parliaments: A Study of Civic Responsibility. This research investigates gender dynamics in student parliament participation and its impact on civic responsibility. Using data from 500 students across 10 schools, the study finds that female students are underrepresented in leadership roles and face gender-based barriers to participation. The authors argue that addressing these inequities is crucial for fostering inclusive civic responsibility. The study recommends gender-sensitive policies and training to promote equitable participation in student parliaments.

Kumar, A., & Singh, P. (2020). Student Parliament and Civic Responsibility in Rural Schools. This study explores the effectiveness of student parliaments in promoting civic responsibility among students in rural schools. Using a case study approach, the research finds that student parliaments enhance students' leadership skills and civic awareness. However, challenges such as limited resources and lack of teacher training hinder their effectiveness. The study recommends tailored strategies for implementing student parliaments in rural contexts to ensure equitable outcomes.

Children's Parliaments: A Global Perspective Tisdall, K. (2019). This entry provides an overview of children's parliaments worldwide, discussing their structures, objectives, and the varying contexts in which they operate. It emphasizes the role of these parliaments in promoting children's rights and participation in decision-making processes.

Sasikala, V., & Francisca, S. (2019). Political Awareness: A Link to Civic Responsibility. This study examines the relationship between political awareness and civic responsibilities among history students. The sample comprised 1,611 B.A. (History) students from various arts and science colleges in Tamil Nadu. Using descriptive survey methods, the researchers employed the Political Awareness Test (PAT) and the Exercise of Civic Responsibility Scale (ECRS) to collect data. Findings revealed a positive correlation between political awareness and overall civic responsibility, including dimensions such as political, democratic, national, and personal responsibility. However, a negative correlation was found between political awareness and environmental responsibility.

Subramaniam, T. (2019). Sense of Civic Responsibility Among University Students. This study explores the level of civic responsibility among university students and identifies factors contributing to it. A total of 1,213 final-year undergraduate students from five public universities participated. Using a cross-sectional survey and multiple regression analysis, the study found that respondents demonstrated a high level of civic responsibility. Campus climate perception emerged as the main contributor to this

sense of responsibility. The findings suggest that higher education institutions can develop effective strategies by focusing on campus climate to foster civic responsibility

Suresh, S., & Sundaresan, S. (2014). Role of Children's Parliament in Tiruvannamalai District – A Descriptive Study This descriptive study examines the socio-demographic characteristics of adolescent members of children's parliaments in Tiruvannamalai District, Tamil Nadu. The research assesses their life skills, political knowledge, and the impact of participation on health and education. Data were collected from 120 members across 20 children's parliaments using stratified simple random sampling. The findings highlight the role of children's parliaments in enhancing managerial skills and the need for social work interventions to support adolescent development.

2.7 STUDIES CONDUCTED IN ABROAD

Heinze, A.-S. (2025). Drivers of Radicalization? The development and role of the far-right youth organization 'Young Alternative' in Germany. Today, many far-right parties maintain youth wings, providing opportunities to mobilize members and future party leaders. However, they are often neglected in the study of the far right's organization. This article explores the development of the 'Young Alternative' and its ambivalent relationship with the 'Alternative for Germany'. Theoretically, it argues that far-right youth wings can act as important drivers of radicalization. It also tries to understand conflicts between far-right youth organizations and parties by discussing the interactions between organizational development and radicalization. Empirically, it opens the 'black box' of the

German case by drawing on a wide range of primary and secondary sources, including semi-structured interviews with high-ranking 'Young Alternative' members, (social) media communication and official documents of the 'Young Alternative', 'Alternative for Germany' and intelligence services. Overall, the article underlines the importance of far-right youth wings as part of the broader party organization and offers substantial theoretical and empirical research perspectives.

Abuhalimeh, H. A. A. (2025). Teachers' Evaluation of the Student Parliament Experience and its Relationship to Contributing to the Consolidation of Democratic Values among School Students in the Capital Amman. The study aimed to identify the degree of evaluation of the student parliament experience and its relationship to contributing to the consolidation of democratic values among students. The study followed the descriptive correlational methodology. The sample of the study consisted of (401) male and female teachers, who were chosen randomly. To achieve the objectives of the study, a questionnaire was developed for evaluating the student parliament experience, and a questionnaire for contributing to the consolidation of democratic values. Its validity and reliability were verified. In addition, the results indicated that the level of evaluation of the student parliament experience and its contribution to the consolidation of democratic values came at a high level. And the presence of a statistically significant direct relationship at the level of significance (0.05), between the student parliament experience and the consolidation of democratic values, as the correlation coefficient reached (.906).

The Advertiser. (2025). Teen Parliament 2025: Tackling the big issues on SA's biggest stage. This article reports on the Teen Parliament 2025 event in South Australia, where thirty students assumed the roles of state politicians to debate critical issues such as speed limits, nuclear power, drug rehabilitation, social media's impact on self-esteem, and the use of AI in education. The event highlighted the students' contributions and proposals aimed at influencing future legislation.

Anjum,M.J., Akhtar,M., Hafeez,M., Ali, F. (2024). Civic Responsibility among Young Generation: A Case Study of Universities in Southern Punjab, Pakistan. The objectives of the study were to explore the levels of the civic participation, civic characteristics of the university students and efforts made by the universities to develop a good sense of civic responsibility in the students. Present study was quantitative descriptive research based on survey questions asked from the students belonged to four out of nine large universities from Southern Punjab. A Stratified random sampling (SRS) technique was used to select a suitable size of sample. After data collection SPSS V.29.0.1 (Statistical Package for Social Sciences) was used to analyse the descriptive statistics using percentage frequencies, mean values, multiple regression analysis and correlation coefficient. Among respondents 70% had an average level of sense of civic responsibility and 30% had low level of sense of civic responsibility in terms of civic participation (Table 1). Results of civic responsibility in terms of civic characteristics explored that 42% of the respondents have high level of civic characteristics, 30% of the respondents have average level of civic responsibility

and 28% of the respondents have low level of civic characteristics (Table 2). Results of regression analysis had also predicted that civic characteristics of the students and civic participation both variables have significant impact on student's sense of civic responsibility (Table 3) and that there is positive correlation between perceptions about civic participation and services provided by the university (Table 4). Overall conclusion of the study was that the students have an average level of civic responsibility and universities should take necessary initiatives to make students responsible citizens.

Babaev Tolibjon Abduljalilovich. (2024). The Youth Parliament Is a Platform for The Development of Youth in Uzbekistan. The Youth Parliament created in Uzbekistan plays an important institutional role in increasing the socio-political activity of young people. The scientific article analyzes the Youth Parliament and its organizational and legal foundations. Youth Parliament is an important platform for the development of youth in Uzbekistan. It provides young people with the opportunity to be heard, participate in decision-making and contribute to the political life of the country. The Youth Parliament promotes the development of leadership skills, the formation of active citizenship and the creation of conditions for the professional growth of young people

Lauofo, Fonotoe Pierre (2024). The Influences of Civic Education on Youth Political Participation. The article discusses the importance of civic education or citizenship education on youth political participation in Samoa. Topics discussed include the youth parliamentary programs of the Office of the Clerk of the Legislative Assembly's (OCLA)

Community Relations Service, the benefits of civic education including promoting democracy, protecting rights and countering misinformation, and principles of why youth participation is important including representation, inclusivity and policy impact.

Kurz, K.R., Ettensperger, F. (2024). Exploring the conditions for youth representation: a qualitative comparative analysis of party parliamentary groups. Research on the underrepresentation of youth in parliaments has rarely focused on political parties. This is surprising as parties are central in the selection of candidates and therefore should play an important role in determining the demographic composition of elected politicians. We created a data set of party parliamentary groups between 2017 and 2020 and conducted a linear regression as well as a fuzzy set QCA. Building upon previous literature, we expected the share of young Members of Parliament (MPs) to be higher under the following conditions: a low/high GDP per capita, a proportional representation electoral system, decentralized nomination processes, strong party youth organizations, an inclusive party ideology and young party structures. Our research support previous findings that electoral systems matter. Furthermore, our results indicate that whilst ideology might be a significant factor by itself, it becomes influential especially in combination with PR systems. The role of strong youth organizations, decentralized selectorates and party age seem to be highly context-dependent and more ambivalent. In summary, there is no singular condition under which we observe adequate youth representation, but rather different configurations of

conditions. By applying the newest guidelines on good practices in QCA research, we present one of the first applications of these techniques in party and representation research.

Badaru, Kazeem Ajasa; Adu, Emmanuel Olusola. (2024). The Political Awareness and Participation of University Students in Post-Apartheid South Africa. Being politically aware and participating in politics are essential determinants of a society's democratic survival. One source of concerns for researchers of political behavior regarding post-apartheid South Africa is the low rates of youth's political participation. Both quantitative and qualitative data analyses were performed by employing simple descriptive and Pearson correlation statistics as well as a thematic content analytical approach. Results showed that nearly all the respondents demonstrated a high level of political awareness in terms of rights to vote and be voted for (99.4%), the importance of parliament, and the national constitution (99.1%) while the respondents' levels of political participation appeared to be below average as only (49.2%) voted during the 2017 SRC election, whereas (30.4%) of them voted in the 2014 national elections. Students' political awareness was found to be significantly correlated with their participation in political activities on-campus ($r = 0.130$) and off-campus ($r = 0.185$). In conclusion, the bivariate analysis indicated that there was a positive correlation between students' political awareness and their participation in politics ($P < 0.001$).

Khudaynazarov, A. O. (2024). The role of youth parliaments in increasing youth participation: International and Uzbekistan examples. This article examines the role of

youth parliaments in enhancing young people's participation in political processes. It discusses practical experiences of youth parliaments globally and the measures implemented, with a focus on the activities of the youth parliament in Uzbekistan. The study identifies challenges in the functioning of youth parliaments and offers conclusions, suggestions, and recommendations for further improvement, providing a socio-political analysis.

O'Brien, T., & Harris, R. (2023). *The Impact of Student Parliament on Youth Political Participation.* This study examines the long-term impact of student parliament participation on youth political participation. Using longitudinal data from 1,000 individuals, the research finds that former student parliament members are more likely to vote, join political organizations, and engage in activism as young adults. The study concludes that student parliaments play a critical role in fostering lifelong civic responsibility.

Garcia, M., & Martinez, L. (2023). *The Role of Teachers in Supporting Student Parliament Initiatives.* This study examines the role of teachers in supporting student parliament initiatives and their impact on civic responsibility. Using qualitative data from 20 schools, the research finds that teacher mentorship is critical for the success of student parliaments. However, many teachers reported a lack of training and resources to effectively support these initiatives. The study calls for professional development programs to equip teachers with the skills needed to facilitate student parliaments.

Johnson, R., & Lee, K. (2022). *Student Parliament as a Tool for Fostering Civic Responsibility Post-COVID-19.* This study examines the role of student parliaments in

rebuilding civic responsibility among students in the post-COVID-19 era. The research highlights that student parliaments provided a sense of normalcy and community during the pandemic, fostering resilience and civic engagement. However, the study also identifies challenges, such as reduced participation due to remote learning. The authors recommend hybrid models for student parliaments to ensure inclusivity and engagement in the post-pandemic world.

Thompson, E., & White, D. (2022). Student Parliament and Social Justice Education in Urban Schools. This research explores the role of student parliaments in promoting social justice and civic responsibility among students in urban schools. Using participatory action research, the study finds that student parliaments provide a platform for marginalized students to voice their concerns and advocate for change. However, structural barriers, such as unequal representation and lack of administrative support, limit their effectiveness. The study calls for reforms to ensure that student parliaments are inclusive and representative of all student groups.

Jersey Youth Parliament. (2022). Jersey Youth Parliament final report – Education Reform. This report presents the findings and recommendations of the Jersey Youth Parliament's campaign on education reform. It outlines a three-step approach: research, deliberation, and solution development. The report aims to inform the newly elected States Assembly about the perspectives and proposals of young people regarding educational improvements.

Children's Parliament Scotland. (2022). Children's Parliament Gender Equality in Education and Learning: Theory of Change Model This report presents a theory of change model developed to address gender inequality in education, based on consultations with children. It outlines strategies to create a gender-equal educational environment.

Chen, Y., & Wang, X. (2021). Student Parliament and Civic Responsibility in Multicultural Contexts. This study investigates the role of student parliaments in fostering civic responsibility in multicultural school settings. Using data from 300 students in five multicultural schools, the research finds that student parliaments enhance intercultural understanding and civic engagement. The study highlights the importance of inclusive practices and culturally responsive approaches in student parliament activities.

Smith, J., & Brown, L. (2021). The Impact of Student Parliament on Civic Engagement in the Digital Age. This study explores how student parliaments in the digital age influence civic engagement among high school students. Using a mixed-methods approach, the research finds that integrating digital tools into student parliament activities enhances students' participation and civic awareness. However, challenges such as digital inequality and lack of training were identified. The study concludes that student parliaments, when supported by digital platforms, can significantly boost civic responsibility and engagement among students.

Matthew Elliott. (2021). Young People as Legislators: Legislative Theatre and Youth Parliament. Young People

as Legislators is the result of a six-month Legislative Theatre project with Collective Encounters Youth Theatre, Youth Focus NW and Youth Parliament UK. The project formed part of a wider scheme of practice as research that explored youth theatre practice as political engagement for young people. Legislative Theatre practice was utilized to work alongside the Youth Parliament's Make Your Mark scheme, an annual poll for young people to decide on campaigning issues. In this article, I consider three elements: tokenism in youth engagement, differing experiences between artistic process and product, and applied theatre's inability to develop long-term effects. Employing the critical theories of Paulo Freire, the article regards the practice as a failed attempt to develop critical youth theatre practice. I argue that the Legislative Theatre project led to uncritical engagement and no political change due to partner organizations regarding the theatre practice as a service to satisfy their own targets and requirements.

Schulz, W., Ainley, J., & Fraillon, J. (2018). The Role of Student Parliament in Promoting Civic Responsibility. This study examines the impact of student parliaments on civic responsibility among secondary school students. Using data from the International Civic and Citizenship Education Study (ICCS), the research highlights that student parliaments significantly enhance students' understanding of democratic processes and their sense of civic duty. Findings suggest that active participation in student parliaments correlates with higher levels of civic knowledge, engagement, and a commitment to community service. The study emphasizes the importance of

integrating student parliaments into school curricula to foster responsible citizenship.

2.8 CRITICAL REVIEW OF LITERATURE

The review of studies on the impact of student parliaments on civic responsibility among school students highlights several key themes. Student parliaments serve as platforms for democratic participation, fostering civic responsibility, leadership skills, and political awareness among students. However, various challenges hinder their effectiveness, including lack of institutional support, limited resources, and socio-cultural barriers.

Studies conducted in India and abroad indicate that student parliaments positively influence students' understanding of democracy, governance, and active citizenship. Research in India, such as that by Patel & Sekher (2024), Kalpana & Kumar (2023), and Saha (2023), emphasizes the role of student parliaments in shaping democratic knowledge and civic engagement. These studies highlight structured group activities and participation in school governance as critical factors in nurturing civic responsibility.

Similarly, international studies, including those by Heinze (2025), Abuhlimeh (2025), and O'Brien & Harris (2023), provide evidence of the long-term impact of student parliaments on youth political participation. Findings suggest that students involved in parliaments are more likely to vote, engage in activism, and assume leadership roles in the future. However, challenges such as gender disparities in representation (Ahmed & Patel, 2021) and the effectiveness of online learning in promoting civic responsibility (Virgiawan & Sundawa, 2022) underscore

the need for targeted interventions to enhance inclusivity and engagement.

A comprehensive review of 50 studies, comprising 25 Indian and 25 international studies, reveals that various methodologies were employed to assess the impact of student parliaments. The predominant tools used included questionnaires, interviews, observations, checklists, and document analysis. Statistical techniques such as the 't' test, 'F' test, ANOVA, Chi-Square, and regression analysis were applied to examine relationships between student participation and civic responsibility.

While previous research establishes the benefits of student parliaments in fostering civic engagement, the present study differs in terms of its population, geographical focus, and sample selection. The investigators have conducted an empirical study in Ayankulam village to assess the localized impact of student parliaments on civic responsibility. This study aims to bridge research gaps by exploring specific socio-cultural dynamics influencing student participation in civic activities in rural settings.

Overall, the literature review affirms the significance of student parliaments as educational tools for promoting democratic values and civic responsibility. Future research should focus on developing inclusive strategies, addressing resource constraints, and integrating student parliaments into formal education curricula to maximize their potential in shaping responsible citizens.

CHAPTER - III

METHODOLOGY

3.1 INTRODUCTION

Research is a systematic endeavour aimed at discovering, developing, and verifying knowledge. It is an intellectual process that has evolved over centuries, continuously adapting in purpose and form while striving for truth. As Rummel (1958) stated, "Research is an endeavour to discover, develop and verify knowledge. It is an intellectual process that has developed over hundreds of years, ever changing in purpose and form and always researching to truth."

Research serves as an essential and powerful tool in advancing human progress. Without systematic research, progress in various fields would be significantly hindered. Best (1981) emphasized this by stating, "The secret of our cultural development has been research, pushing back the areas of ignorance by discovering new truths, which, in turn, lead to better ways of doing things and better products." Scientific research propels advancements across multiple domains, including physical, biological, social, and psychological sciences. Through continuous inquiry, new products, facts, concepts, and innovative methods emerge, shaping the development of modern society.

The term "research" originates from the combination of two words: "Re" and "Search," implying the act of searching again. In essence, research refers to a systematic investigation or activity undertaken to acquire

new knowledge based on pre-existing facts. It is an intellectual pursuit that not only unveils new knowledge but also corrects prevailing misconceptions, rectifies errors, and enhances the collective repository of information. Research activities are no longer confined to scientific laboratories but extend across various disciplines, influencing real-world applications and everyday life.

3.2 TYPES OF RESEARCH

Different types of research exist based on purpose, methodology, and time frame. Understanding these classifications helps researchers choose the most appropriate approach for their studies (Neuman, 2014).

Basic Research

Basic research, also called fundamental or pure research, is conducted to expand existing knowledge without immediate practical application. It focuses on theories, principles, and understanding underlying phenomena. This type of research is commonly conducted in academic settings and helps build a foundation for future applied studies. For example, studying how human memory functions contributes to advancements in psychology and education.

Applied Research

Applied research aims to solve specific real-world problems by applying existing theories and knowledge. It is practical and seeks to improve systems, processes, or products. This type of research is commonly used in industries such as healthcare, education, and business. For instance, developing a new teaching method to improve student performance is an example of applied research.

Quantitative Research

Quantitative research focuses on numerical data and statistical analysis to test hypotheses and measure variables. It uses structured methods such as surveys, experiments, and statistical models to collect and analyse data. This type of research ensures objectivity and generalizability. An example of quantitative research is a study that measures students' academic performance based on standardized test scores.

Qualitative Research

Qualitative research explores human experiences, behaviours, and social phenomena through descriptive data. It uses methods such as interviews, observations, and case studies to gather insights. This type of research is subjective and focuses on understanding complex issues rather than measuring them numerically. For example, a study examining teachers' perceptions of digital learning is a form of qualitative research.

Exploratory Research

Exploratory research is conducted to investigate a topic with limited existing information. It helps researchers identify key issues, formulate hypotheses, and guide future studies. This type of research is flexible and uses open-ended questions, literature reviews, and pilot studies. An example of exploratory research is a study examining students' attitudes toward a new educational policy.

Descriptive Research

Descriptive research provides detailed information about a subject or phenomenon without analysing cause-and-effect relationships. It aims to systematically document facts, characteristics, and trends. Methods such as surveys,

observational studies, and case studies are commonly used. An example of descriptive research is a study analysing the usage patterns of technology in classrooms.

Explanatory Research

Explanatory research focuses on identifying and analysing cause-and-effect relationships. It seeks to explain why a phenomenon occurs by studying its influencing factors. This type of research often uses experimental and statistical methods. For example, a study investigating how social media use affects student learning outcomes is considered explanatory research.

Experimental Research

Experimental research involves manipulating variables to determine their effects on a subject. It is used to establish causal relationships and often follows a controlled process. Researchers divide subjects into experimental and control groups to observe differences in outcomes. For instance, testing the effectiveness of a new teaching strategy by applying it to one group while another follows traditional methods is an example of experimental research.

Non-Experimental Research

Non-experimental research observes subjects without direct manipulation of variables. It focuses on understanding relationships, patterns, and trends rather than determining causation. Common methods include correlational studies and observational research. An example of non-experimental research is studying the relationship between students' sleep patterns and academic performance.

Cross-Sectional Research

Cross-sectional research studies a population at a single point in time. It is used to analyse prevailing

characteristics, behaviours, or conditions within a specific period. This type of research is commonly used in surveys and epidemiological studies. An example of cross-sectional research is a survey assessing students' use of online learning tools in a particular semester.

Longitudinal Research

Longitudinal research tracks the same subjects over an extended period to observe changes and developments. It helps identify patterns and long-term effects. This research is commonly used in psychology, education, and social sciences. An example of longitudinal research is a study that follows students' reading habits from primary school to high school.

Action Research

Action research is conducted by practitioners, such as teachers or healthcare professionals, to improve their own practices. It is problem-solving oriented and often involves cycles of planning, acting, observing, and reflecting. This research is commonly used in education to test and refine teaching strategies. For example, a teacher implementing a new classroom management technique and assessing its effectiveness is conducting action research.

Understanding different types of research is essential for selecting appropriate methodologies in academic and professional studies. Each research type serves a specific purpose and provides valuable insights into various fields. Choosing the right research method ensures that data is collected, analysed, and interpreted effectively to address key questions and problems (Neuman, 2014).

3.3 METHOD ADOPTED IN THE PRESENT STUDY

In the present study, the experimental research method was adopted to examine the effects of the intervention on the selected variables. Experimental research is a systematic procedure in which data is collected by manipulating an independent variable while controlling other factors to establish a cause-and-effect relationship. This method enables researchers to observe the impact of specific interventions under controlled conditions.

The experimental process involves designing, implementing, recording, analysing, and interpreting the outcomes of the intervention. It ensures that the findings are objective, measurable, and reproducible. Experimental research is particularly effective in testing hypotheses and validating theoretical assumptions through empirical evidence. As stated by John W. Best (1977), *"The experimental method involves controlled observation and systematic manipulation of variables to determine their effects under given conditions."* This approach ensures that conclusions drawn are based on measurable changes in the dependent variable.

By using the experimental research method, the study aimed to establish a clear relationship between the intervention and the observed outcomes. The collected data was subjected to appropriate statistical analysis, ensuring valid and reliable conclusions.

3.4 EXPERIMENTAL DESIGN ADOPTED IN THE PRESENT STUDY

The present study employed the One-Group Pretest-Post-test Design, a type of pre-experimental design where a single group is observed before and after an intervention.

This design allows researchers to measure changes resulting from the intervention by comparing pre-test and post-test scores (Campbell & Stanley, 1963). It provides preliminary insights into the effectiveness of an intervention before implementing more rigorous experimental designs.

3.4.1 Steps of the One-Group Pretest-Post-test Design

Selection of Participants

In the One-Group Pretest-Post-test Design, the first step involves identifying a single group of participants based on the specific research criteria. The selection process is crucial to ensure that the sample adequately represents the population under study. Participants can be chosen using various sampling methods, such as random sampling, which enhances generalizability, purposive sampling, where individuals are selected based on specific characteristics relevant to the study, or convenience sampling, where participants are selected based on accessibility and willingness to participate.

Pretest Administration

Before the intervention is implemented, participants undergo a pretest assessment using a standardized measurement tool. This tool could be a questionnaire, test, observation, or other assessment method tailored to the study's objectives. The purpose of the pretest is to establish a baseline measurement of the dependent variable, allowing for comparison with the post-test results. By recording the initial conditions, researchers can determine the extent of change after the intervention.

Intervention Implementation

Once the pretest is completed, the intervention or treatment is introduced to the group. The nature of the intervention varies depending on the research objectives and can include instructional strategies, training programs, behavioural modifications, or experimental treatments. The intervention is administered systematically, ensuring consistency across all participants to maintain the validity of the study.

Post-test Administration

Following the intervention, participants are reassessed using the same standardized measurement tool used in the pretest. The post-test evaluation helps measure any changes in the dependent variable that may have resulted from the intervention. Since the same group is assessed before and after the treatment, the comparison of pretest and post-test scores provides insight into the intervention's effectiveness.

Data Analysis

The final step in this design involves analysing the data collected from both the pretest and post-test. Various statistical methods, such as the paired t-test for normally distributed data or the Wilcoxon signed-rank test for non-parametric data, are commonly used to compare scores. These statistical analyses help determine whether the intervention had a significant effect on the dependent variable, providing empirical evidence for the study's findings.

By following these steps, the One-Group Pretest-Post-test Design allows researchers to examine the impact of an intervention effectively. Although it lacks a control group, it provides valuable preliminary insights that can inform further experimental research.

3.5 SAMPLE OF THE STUDY

The sampling process in One-Group Pretest-Posttest Design involves selecting participants in a way that best represents the population of interest (Creswell & Creswell, 2018). The investigators have selected 30 school going children from the Ayankulam village for the sample of the research. The total of 30 school going children were involved in the experimental study and student parliament is the intervention used to analyses the civic responsibility of the school students. The sample is heterogenous group consists of male and female school going children in Ayankulam.

3.6 TOOL USED IN THE STUDY

For this present study, 'MSS-Civic Responsibility scale' developed and validated by the investigators.

3.7 DESCRIPTION OF THE TOOL

3.7.1 Personal Data Sheet

The Personal Data Sheet was utilized to gather general demographic information about school-going children in Ayankulam Village. The investigators collected key details such as age, gender, academic discipline, parental education, parental occupation, family structure, type of school, nature of school, and its location. This data was essential for the analysis process.

3.8 CONSTRUCTION OF THE TOOL

The development of a research tool is the foundational step in conducting a study. Researchers must select the most suitable instrument and methodological approach to ensure accurate data collection and analysis, which in turn

facilitates hypothesis testing. The choice of the research tool depends on the nature of the study and the selected sample. In the present study, the investigators employed the 'Civic Responsibility Scale' to assess the civic responsibility of school-going children in Ayankulam Village, both before and after the implementation of the Student Parliament intervention.

3.9 PREPARATION OF THE DRAFT TOOL

The development of a research tool is a crucial step in ensuring accurate data collection and analysis. In this study, a Civic Responsibility Scale was designed to assess the civic engagement and responsibility levels of school-going children in Ayankulam Village. The preparation of the draft tool involved the following steps:

3.9.1 Identifying Key Domains

The investigators identified essential dimensions of civic responsibility to be assessed. These domains included:

- Public Health and Hygiene (e.g., personal hygiene, sanitation, and healthcare practices)
- Social Media Usage (e.g., responsible digital behaviour, misinformation awareness)
- Social Skills (e.g., teamwork, conflict resolution, communication)

3.9.2 Framing the Statements

A set of carefully worded statements was developed under each domain. These statements were designed to be simple, clear, and age-appropriate for school students.

3.9.3 Designing the Response Scale

A Likert-type scale was adopted to allow participants to express the extent to which they agree or engage in the

stated behaviours. The response options included: not at all, little bit, somewhat, very much, and extremely.

Table No.3.1

‘Civic Responsibility Scale’ - Draft Tool

Sl.No	Tool	Dimensions	No. of statements
1.	Civic Responsibility Scale	Public Health and Hygiene	12
		Social Media Usage	12
		Social Skills	12
	Total		36

3.9.4 Ensuring Content Validity

Experts in education and social sciences reviewed the draft tool to verify its relevance, clarity, and comprehensiveness. Necessary modifications were made based on their feedback.

3.9.5 Pilot Testing

The draft tool was administered to a small sample of 10 school going children from Ayankulam Village to check for:

- Clarity of statements
- Ease of understanding
- Appropriateness of response options
- Time required for completion

The item validity was calculated by finding the Pearson Product Moment Correlation between the item score and

the total score. The items having validity coefficient less than

0.235 at 0.01 level were decided to be eliminated. Therefore, the items bearing asterisk marks (*) were not selected. Therefore, out of 36 items 30 items were selected. A copy of draft tool is given in (Appendix No. I)

Table No.3.2

Correlation Value of Item Vs Whole Correlation

Civic Responsibility Scale					
Public Health and Hygiene		Social Media Usage		Social Skills	
Item No.	'r' value	Item No.	'r' value	Item No.	'r' value
1	.327	1	0.106*	1	0.502
2	.540	2	0.567	2	0.645
3	0.301	3	0.544	3	0.518
4	0.096	4	0.569	4	0.151*
5	0.323	5	0.428	5	0.621
6	0.149*	6	0.421	6	0.707
7	0.483	7	0.505	7	0.416
8	0.248	8	0.041*	8	0.762
9	0.464	9	0.567	9	0.641
10	0.757	10	0.524	10	0.471
11.	0.513	11.	0.331	10.	0.733
12.	0.083*	12.	0.568	11.	0.191*

Thus, the final Civic Responsibility Scale consisted of 30 items. A copy of validated tool is given in (Appendix No. II).

3.9.6 Refinement of the Tool

Based on the pilot study findings, adjustments were made to improve the readability and effectiveness of the tool. Ambiguous or difficult-to-understand items were reworded. This structured approach ensured the reliability and validity of the Civic Responsibility Scale, making it a robust instrument for evaluating the impact of the Student Parliament intervention.

3.9.7 ESTABLISHING RELIABILITY

The investigators have given the Civic Responsibility Scale to 10 school going children from Ayankulam Village and then the scale was scored by the investigator. The reliability co-efficient was computed by Split-Half method. In this method reliability is judged by dividing the test items in to two halves such as odd numbered and even numbered items. The two sets of scores were correlated to find the correlation co-efficient. The measure found to be reliable, since the correlation coefficient was 0.81.

3.10 CONDUCTING THE EXPERIMENT

3.10.1 Administration of the Pre Test

Before the intervention, the Civic Responsibility Scale is administered to assess the baseline level of civic responsibility among the school students in Ayankulam Village. This scale measures students' awareness, attitudes, and participation in civic duties. The pre-test is conducted under strict supervision to ensure accuracy and reliability. The collected data is analyzed to establish the initial level

of civic responsibility before the introduction of the intervention.

3.10.2 Intervention

The intervention consists of the Student Parliament program, where students actively engage in discussions, decision-making processes, and activities related to civic responsibility. The Student Parliament provides a platform for students to:

- Participate in debates and discussions on community and civic issues.
- Engage in decision-making processes affecting their school and surroundings.
- Take up leadership roles to implement civic initiatives.
- Develop problem-solving skills through real-life civic challenges.

The program is conducted over a set period, with continuous guidance and facilitation. Students are encouraged to take responsibility for various civic tasks, fostering a sense of active citizenship.

3.10.3 Administration of the Post-Test

After the completion of the Student Parliament sessions, the Civic Responsibility Scale is administered again to measure changes in students' civic responsibility levels. The post-test results are compared with the pre-test scores to evaluate the impact of the intervention. Statistical analysis is performed to determine any significant improvement in students' civic awareness, attitudes, and engagement.

3.11 STATISTICS USED

For analyzing the data, the investigators used the following measures.

ARITHMETIC MEAN

It is defined as the quantity obtained by adding together all given items and by dividing this total by the number of items. The mean, often referred to as the average, is a measure of central tendency that represents the typical value of a set of numbers. Mean was calculated by making use of the formula.

$$\text{Mean } \bar{X} = A \pm \frac{\sum fd}{N} \times C$$

A = Assumed Mean

C = Length of the class interval

$\sum f$ = Frequency.

N = Total Number of Frequencies.

D = Deviation of the midpoint to different class intervals from assumed mean.

STANDARD DEVIATION

Standard deviation is the square root of the arithmetic mean of the square of the square of the deviations of the observations from its arithmetic mean. The investigator used the following formula for calculating standard deviation,

$$\text{Standard Deviation} = \sqrt{\frac{\sum_{i=1}^n (x_i - \bar{x})^2}{n - 1}}$$

where:

x_i = Value of the i^{th} point in the data set

$\bar{x}$ = The mean value of the data set

n = The number of data points in the data set

‘t’ – Test

The t-test is a statistical test used to determine if there is a significant difference between the means of two groups.

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where,

M_1 = Mean of sample 1

M_2 = Mean of sample 2

σ_1 = Standard deviation of sample 1

σ_2 = Standard deviation of sample 2

N_1 = Number of sample 1

N_2 = Number of sample 2

ANOVA

This is a useful technique for testing differences between the means of multiple independent samples.

ANOVA is to test difference among the means of the samples by examining the amount of variation between the samples. This value is compared in the limit for given degrees of freedom. If the 'F' value worked out is equal or exceeding the 'F' value (from tables), it indicates that there are significant differences among the sample means.

$$F = \frac{\text{Mean square variance between groups}}{\text{Mean square variance within groups}}$$

POST HOC ANOVA TEST (Waller Duncan)

The Waller-Duncan Post Hoc Test is a multiple comparison method used after ANOVA to determine which group means significantly differ from each other. Unlike more conservative tests like Bonferroni, it balances Type I and Type II errors using a Bayesian K-ratio approach, making it more powerful. The test calculates the Least Significant Difference (LSD) using the formula:

$$LSD = t(K) \times \sqrt{\frac{2MS_{error}}{n}}$$

where $t(K)$ is a critical value based on the K-ratio, MS_{error} is the Mean Square Error from ANOVA, and n is the number of observations per group. Two means are considered significantly different if their absolute difference exceeds this LSD value. The test groups means into homogeneous subsets, simplifying interpretation. It is particularly useful when a researcher wants a more flexible and powerful method for identifying differences between

multiple groups. However, the choice of K-ratio impacts results and requires careful consideration.

CHI – SQUARE TEST (χ^2)

For testing the association between variables, the investigator has used χ^2 .

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

Where,

χ^2 = Chi – Square

O= Observed Frequency

E= Expected frequency

3.12 CONCLUSION

In this chapter the investigator explained the plan and procedure followed in the present study under the captions like description of the tools, scoring procedures, sample and collection of data. In the next chapter, a detailed statistical analysis is presented.

CHAPTER - IV

ANALYSIS OF DATA

4.1 INTRODUCTION

The analysis and interpretation of data represent the application of deductive and inductive logic to the research process. The data are classified by division into subgroups and are then analyzed and synthesized in such a way that hypothesis may be verified or rejected. The result may be a new principle or generalization.

Analysis of data includes comparison of the outcomes of various treatments upon several groups and the making of decision as to the achievement of the goals of research. Data relevant to each hypothesis must be assembled in quantitative form and tested to determine whether there is a significant difference in the results obtained from the controlled groups. Usually, the analysis develops as a comparison between groups.

Analysis of data means to make the raw data meaningful or to draw some results from the data after the proper treatment. Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation (Sharma, 2012).

The arrived statistical findings are arranged in this chapter in the following way:

- 1)Civic responsibility of school students in Ayankulam village pre-test scores.
- 2)Civic responsibility of school students in Ayankulam village post-test scores.
- 3)Difference between pre-test and post-test scores of school students in Ayankulam village in their civic responsibility.

4.2PRE-TEST SCORES OF CIVIC RESPONSIBILITY OF SCHOOL GOING CHILDREN IN AYANKULAM VILLAGE

4.2.1 Percentage Analysis

The level of civic responsibility of school going children in Ayankulam village pre-test scores.

Table 4.1

Level of Pre-test Scores of Civic responsibility of school going children in Ayankulam village

Civic responsibility and its Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Public health and hygiene	4	15.4	17	65.4	5	19.2
Social Media Usage	7	26.9	13	53.7	6	19.3
Social Skills	5	19.2	14	53.8	7	26.9
Civic responsibility	6	19.3	16	61.7	4	19.0

It is inferred from the above table that 15.4% of school students in Ayankulam village have low, 65.3% of them have moderate and 19.2% of them have high level of public health and hygiene.

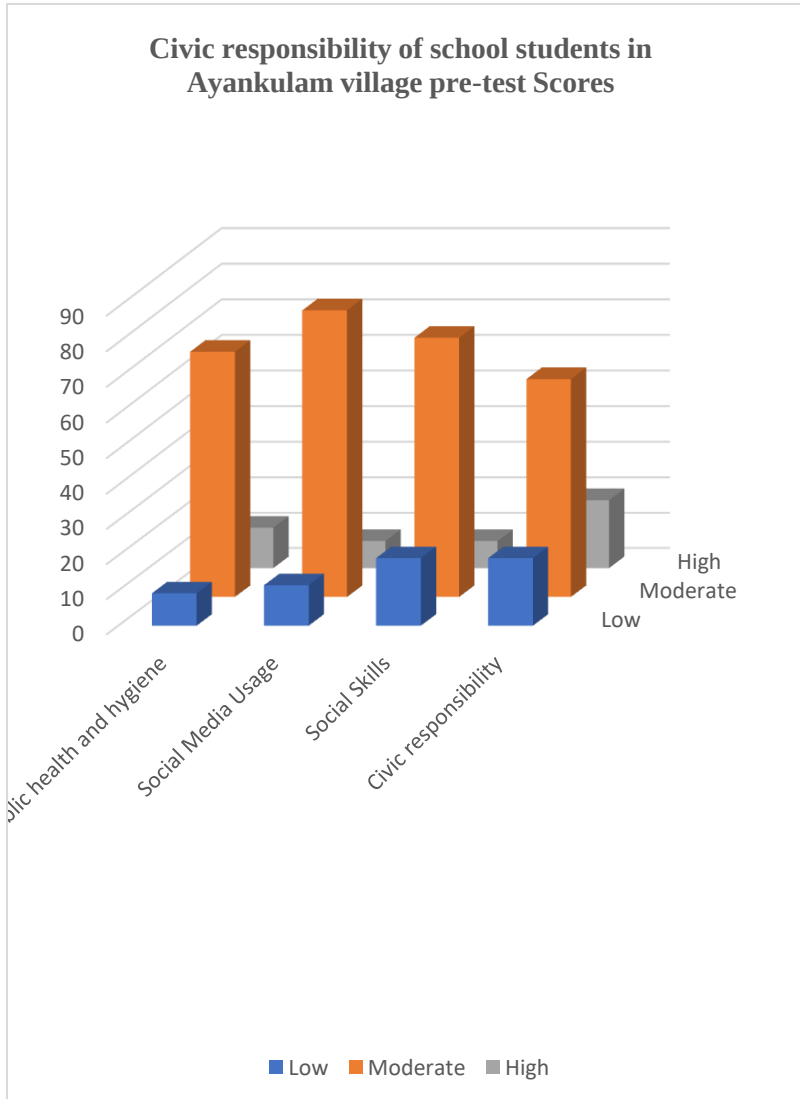
26.9% of school students in Ayankulam village have low, 53.7% of them moderate and 19.3% of them have high level of social media usage.

19.2% of school students in Ayankulam village have low, 53.8% of them have moderate and 26.9% of them have high level of social skills.

19.3% of school students in Ayankulam village have low, 61.7% of them have moderate and 19.0% of them have high level of civic responsibility.

Figure 4.1

Pre-test Scores of Civic responsibility of school going children in Ayankulam village



4.2.2 Hypotheses Testing

Hypothesis 1: There is no significant difference between male and female Ayankulam village school going children in their pre-test scores of civic responsibility and its dimensions.

Table 4.2

Difference between male and female Ayankulam village school going children in their pre-test scores of Civic Responsibility and its dimensions

Civic Responsibility and its Dimensions	Category	N	Mean	S.D.	Calculated 't' value	Remark at 5 % level
Public health and hygiene	Male	11	25.00	4.980	1.399	NS
	Female	15	27.53	4.240		
Social Media Usage	Male	11	34.09	7.503	0.321	NS
	Female	15	33.27	5.612		
Social Skills	Male	11	36.45	4.906	0.059	NS
	Female	15	36.33	5.300		
Civic responsibility	Male	11	95.55	12.825	0.325	NS
	Female	15	97.13	11.946		

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

It is inferred from the above table, there is no significant difference between male and female Ayankulam village school students in their pre-test scores of public health and hygiene, social media usage, social skills and civic

responsibility, as the calculated 't' value is less than the table. Hence the hypothesis is accepted

Hypothesis 2: There is no significant difference in the pre-test scores of civic responsibility and its dimensions between Ayankulam village school going children studying in rural and urban schools.

Table 4.3

Difference in the pre-test scores of civic responsibility and its dimensions between Ayankulam village school going children studying in rural and urban schools.

Civic Responsibility and its Dimensions	Category	N	Mean	S.D.	Calculated 't'-value	Remark at 5 % level
Public health and hygiene	Rural	8	28.00	4.342	1.131	NS
	Urban	18	25.78	4.735		
Social Media Usage	Rural	8	31.38	6.093	1.210	NS
	Urban	18	34.61	6.372		
Social Skills	Rural	8	37.50	5.451	0.746	NS
	Urban	18	35.89	4.922		
Civic responsibility	Rural	8	96.88	12.988	0.114	NS
	Urban	18	96.28	12.067		

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

It is inferred from the above table, there is no significant difference between rural and urban Ayankulam village school students in their pre-test scores of public health and

hygiene, social media usage, social skills and civic responsibility.

Hypothesis 3: There is no significant difference in the pre-test scores of Civic Responsibility and its dimensions among Ayankulam village school going children of standards VI, VII, VIII, IX, and X.

Table 4.4

Difference in the pre-test scores of Civic Responsibility and its dimensions among Ayankulam village school going children of standards VI, VII, VIII, IX, and X.

Civic responsibility and its dimensions	Source of variation	df (4,21)		Calculated 'F' value	Remarks at 5% level
		Sum of squares	Variance estimate		
Public health and hygiene	Between	135.028	33.757	1.748	NS
	Within	405.433	19.306		
Social Media Usage	Between	156.021	39.005	0.961	NS
	Within	852.133	40.578		
Social Skills	Between	62.287	15.572	0.572	NS
	Within	571.867	27.232		
Civic responsibility	Between	123.295	30.824	0.183	NS
	Within	3535.167	168.341		

(At 5% level of significance, for (4,21) df table value of 'F' is 2.84)

It is inferred from the above table that there is no significant difference among VI, VII, VIII, IX and X

standard Ayankulam village school students in their pre-test scores of public health and hygiene, social media usage, social skills and civic responsibility.

Hypothesis 4: There is no significant difference in the pre-test scores of Civic Responsibility and its dimensions among Ayankulam village school going children from nuclear, joint, and single-parent families.

Table 4.5

Difference in the pre-test scores of Civic Responsibility and its dimensions among Ayankulam village school going children from nuclear, joint, and single-parent families.

Civic responsibility and its dimensions	Source of variation	df (2,23)		Calculated 'F' value	Remarks at 5% level
		Sum of squares	Variance estimate		
Public health and hygiene	Between	43.829	21.915	1.015	NS
	Within	496.632	21.593		
Social Media Usage	Between	90.086	45.043	1.128	NS
	Within	918.068	39.916		
Social Skills	Between	20.295	10.148	0.380	NS
	Within	613.859	26.690		
Civic responsibility	Between	29.791	14.895	0.094	NS
	Within	3628.671	157.768		
(At 5% level of significance, for (2,23) df table value of 'F' is 3.42)					

It is inferred from the above table that there is no significant difference among nuclear, joint and single parent Ayankulam village school students in their pre-test scores of public health and hygiene, social media usage, social skills and civic responsibility.

Hypothesis 5: There is no significant difference in the pre-test scores of Civic Responsibility and its dimensions among Ayankulam village school-going children studying in boys', girls', and co-educational institutions.

Table 4.6

Difference in the pre-test scores of Civic Responsibility and its dimensions among Ayankulam village school-going children studying in boys', girls', and co-educational institutions

Civic responsibility and its dimensions	Source of variation	df (2,23)		Calculated 'F' value	Remarks at 5% level
		Sum of squares	Variance estimate		
Public health and hygiene	Between	154.408	77.204	4.600	S
	Within	386.054	16.785		
Social Media Usage	Between	399.154	199.577	7.537	S
	Within	609.000	26.478		
Social Skills	Between	16.297	8.148	0.303	NS
	Within	617.857	26.863		
Civic responsibility	Between	422.979	211.490	1.503	NS
	Within	3235.482	140.673		

(At 5% level of significance, for (2,23) df table value of 'F' is 3.42)

It is inferred from the above table that there is no significant difference among boys, girls and co-education institution Ayankulam village school students in their pre-test scores of social skills, civic responsibility. But there is a significant difference among boys, girls and co-education institution Ayankulam village school students in their public health and hygiene and social skills.

POST HOC ANOVA TEST (Waller Duncan)

Table 4.7 (a)

Waller Duncan test on Scores of public health and hygiene with Regard to Nature of School

Nature of School	N	Subset for alpha = 0.05	
		Mean 1	Mean 2
Boys	8	20.75	
Girls	8		27.38
Co-Education	14		27.57

While comparing the mean scores of Ayankulam village students of Boys institution (Mean=20.75), Girls institution (Mean=27.38) and Co-Education institution (Mean=27.57) in their public health and hygiene, co-education institution Ayankulam village students are better than boys and girls institution.

Table 4.7 (b)

Waller Duncan test on Scores of social media usage with Regard to Nature of School

Nature of School	N	Subset for alpha = 0.05	
		Mean 1	Mean 2
Co-Education	14	30.00	
Girls	8		37.50
Boys	8		38.50

While comparing the mean scores of Ayankulam village students of co-education institution (Mean=30.00), Girls institution (Mean=37.50) and Boys institution (Mean=38.50) in their social media usage, Boys institution Ayankulam village students are better than co-education and girls institution.

Hypothesis 6: There is no significant difference in the pre-test scores of Civic Responsibility and its dimensions among Ayankulam village school-going children studying in government, aided, and self-financed institutions.

Table 4.8

difference in the pre-test scores of Civic Responsibility and its dimensions among Ayankulam village school-going children studying in government, aided, and self-financed institutions

Civic responsibility and its dimensions	Source of variation	df (2,23)		Calculated 'F' value	Remarks at 5% level
		Sum of squares	Variance estimate		
Public health and hygiene	Between	46.504	23.252	1.083	NS
	Within	493.958	21.476		
Social Media Usage	Between	6.933	3.466	0.080	NS
	Within	1001.221	43.531		
Social Skills	Between	76.533	38.266	1.578	NS
	Within	557.621	24.244		
Civic responsibility	Between	267.304	133.652	0.906	NS
	Within	3391.158	147.442		

(At 5% level of significance, for (2,23) df table value of 'F' is 3.42)

It is inferred from the above table that there is no significant difference among government, aided and self-financed institution Ayankulam village school students in their pre-test scores of public health and hygiene, social media usage, social skills and civic responsibility.

Hypothesis 7: There is no significant association between the age of Ayankulam village school-going children and their pre-test scores in Civic Responsibility and its dimensions.

Table 4.9

Association between the age of Ayankulam village school-going children and their pre-test scores in Civic Responsibility and its dimensions.

Civic responsibility and its Dimensions	df	Calculated χ^2 value	Remarks
Public health and hygiene	2	2.329	NS
Social Media Usage		0.343	NS
Social Skills		0.629	NS
Civic responsibility		6.200	S

(At 5% level of significance, for 2 df, the table value of ' χ^2 ' is 5.991)

It is inferred from the above table that there is no significant association between the age of Ayankulam village school students and their pre-test scores of public health and hygiene, social media usage and social skills. But there is significant association between the age of

Ayankulam village school students and their pre-test scores of civic responsibility.

Hypothesis 8: There is no significant association between the parental education of Ayankulam village school-going children and their pre-test scores of civic responsibility and its dimensions.

Table 4.10

Association between parental education of Ayanakulam village school going children and their Pre-Test Scores of Civic Responsibility and its Dimensions

Civic responsibility and its Dimensions	df	Calculated χ^2 value	Remarks
Public health and hygiene	4	1.819	NS
Social Media Usage		4.680	NS
Social Skills		4.977	NS
Civic responsibility		2.779	NS

(At 5% level of significance, for 4 df, the table value of ' χ^2 ' is 9.488)

It is inferred from the above table that there is no significant association between the parental education of Ayankulam village school students and their pre-test scores of public health and hygiene, social media usage, social skills and civic responsibility.

Hypothesis 9: There is no significant association between the parental occupation of Ayankulam village school-going children and their pre-test scores of civic responsibility and its dimensions.

Table 4.11

Association between parental occupation of Ayanakulam village school-going children and their Pre-Test Scores of Civic Responsibility and its Dimensions

Civic responsibility and its Dimensions	df	Calculated χ^2 value	Remarks
Public health and hygiene	4	1.391	NS
Social Media Usage		2.205	NS
Social Skills		2.113	NS
Civic responsibility		6.988	NS

(At 5% level of significance, for 4 df, the table value of ' χ^2 ' is 9.488)

It is inferred from the above table that there is no significant association between the parental occupation of Ayankulam village school students and their pre-test scores of public health and hygiene, social media usage, social skills and civic responsibility.

4.3 CIVIC RESPONSIBILITY OF SCHOOL GOING CHILDREN OF AYANKULAM VILLAGE IN THE POST-TEST SCORES

4.3.1 Percentage Analysis

The level of civic responsibility of Ayankulam village school students based on their post-test scores.

Table 4.12

Civic responsibility of Ayankulam village school students based on their post-test scores

Civic responsibility and its Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Public health and hygiene	5	19.2	18	69.2	5	11.5
Social Media Usage	4	11.5	21	80.8	5	11.5
Social Skills	5	19.2	19	73.1	6	19.3
Civic responsibility	5	19.2	15	61.5	6	19.3

It is inferred from the above table that 19.2% of school students in Ayankulam village have low, 69.2% of them have moderate and 11.5% of them have high level of public health and hygiene.

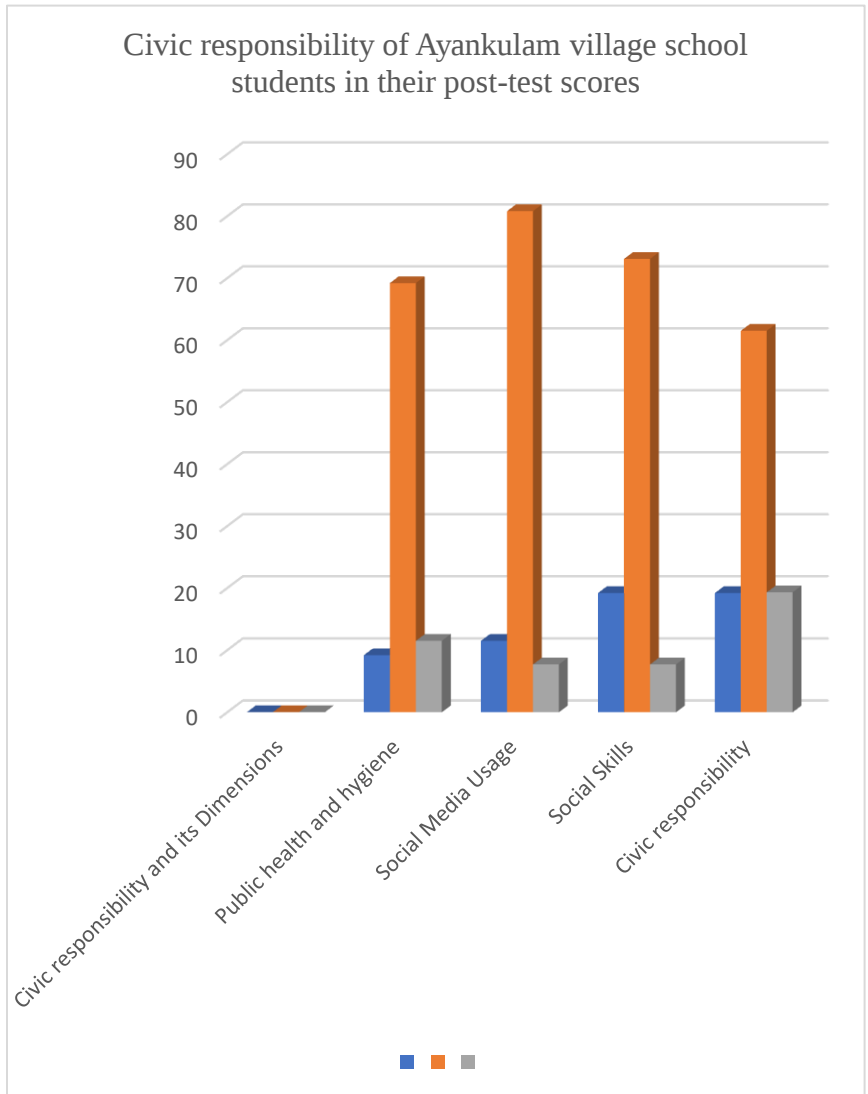
11.5% of school students in Ayankulam village have low, 80.8% of them moderate and 11.5% of them have high level of social media usage.

19.2% of school students in Ayankulam village have low, 73.1% of them have moderate and 19.3% of them have high level of social skills.

19.2% of school students in Ayankulam village have low, 61.5% of them have moderate and 19.3% of them have high level of civic responsibility.

Figure 4.2

Civic responsibility of Ayankulam village school students based on their post-test scores



Hypotheses Testing

Hypothesis 10: There is no significant difference in the post-test scores of Civic Responsibility and its dimensions between male and female Ayankulam village school-going children.

Table 4.13

Difference in the post-test scores of Civic Responsibility and its dimensions between male and female Ayankulam village school-going children

Civic Responsibility and its Dimensions	Category	N	Mean	S.D.	Calculated 't'-value	Remark at 5 % level
Public health and hygiene	Male	11	33.20	4.687	2.01	S
	Female	15	32.82	3.590		
Social Media Usage	Male	11	39.09	3.646	1.98	S
	Female	15	38.87	4.580		
Social Skills	Male	11	40.91	4.763	0.301	NS
	Female	15	40.27	5.763		
Civic responsibility	Male	11	112.82	10.028	2.21	S
	Female	15	112.33	10.417		

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

It is inferred from the above table, there is no significant difference between male and female Ayankulam village school students in their post-test scores of social skills. But there is a significant difference between male and female Ayankulam village school students in their public health and hygiene, social media usage and civic responsibility.

While comparing the mean scores of male (33.20, 39.09, 112.82) and female (32.82, 38.87, 112.33) Ayankulam village school students in their post test scores of public health and hygiene, social media usage and civic responsibility, male students are better than female students.

Hypothesis 11: There is no significant difference in the post-test scores of civic responsibility and its dimensions between school-going children from Ayankulam village studying in rural and urban schools.

Table 4.14

Difference in the post-test scores of civic responsibility and its dimensions between school-going children from Ayankulam village studying in rural and urban schools.

Civic Responsibility and its Dimensions	Category	N	Mean	S.D.	Calculated 't'-value	Remark at 5 % level
Public health and hygiene	Rural	8	33.25	3.845	2.05	S
	Urban	8	32.94	4.179		
Social Media Usage	Rural	8	38.00	4.986	0.785	NS
	Urban	8	39.39	3.775		
Social Skills	Rural	8	41.63	3.926	0.805	NS
	Urban	8	40.06	5.805		
Civic responsibility	Rural	8	112.88	10.467	2.32	S
	Urban	8	112.39	10.170		

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

It is inferred from the above table, there is no significant difference between rural and urban Ayankulam village school students in their post-test scores of public social media usage, social skills. But there is a significant difference between rural and urban Ayankulam village school students in their public health and hygiene, civic responsibility.

While comparing the mean scores of rural (33.25, 112.88) and urban (32.94, 112.39) Ayankulam village school students in their post test scores of public health and hygiene and civic responsibility, rural students are better than urban students.

Hypothesis 12: There is no significant difference in the post-test scores of Civic Responsibility and its dimensions among Ayankulam village school going children of standards VI, VII, VIII, IX, and X.

Table 4.15

Difference in the post-test scores of Civic Responsibility and its dimensions among Ayankulam village school going children of standards VI, VII, VIII, IX, and X.

Civic responsibility and its dimensions	Source of variation	df (4,21)		Calculated 'F' value	Remarks at 5% level
		Sum of squares	Variance estimate		
Public health and hygiene	Between	115.528	28.882	3.125	S
	Within	285.433	13.592		
Social Media Usage	Between	30.995	7.749	0.411	NS
	Within	395.967	18.856		
Social Skills	Between	51.528	12.882	0.421	NS
	Within	642.933	30.616		
Civic responsibility	Between	408.728	102.182	1.013	NS
	Within	2117.733	100.844		

(At 5% level of significance, for (4,21) df table value of 'F' is 2.84)

It is inferred from the above table that there is no significant difference among VI, VII, VIII, IX and X standard Ayankulam village school students in their post-test scores of social media usage, social skills and civic responsibility. But there is a significant difference among VI, VII, VIII, IX and X standard Ayankulam village school students in their post-test scores of public health and hygiene.

POST HOC ANOVA TEST (Waller Duncan)

Table 4.16 (a)

Waller Duncan test on Scores of public health and hygiene with Regard to Class

Class	N	Subset for alpha = 0.05	
		Mean 1	Mean 2
X	3	27.67	
VII	3	32.67	32.67
VI	5	32.80	32.80
VIII	5	33.40	33.40
IX	10		34.70

While comparing the mean scores of Ayankulam village school students of X (27.67) VII(32.67), VI

(32.80) VIII (33.40) and IX (34.70) IX standard students are better in their public health and hygiene.

Hypothesis 13: There is no significant difference in the post-test scores of Civic Responsibility and its dimensions among Ayankulam village school going children from nuclear, joint, and single-parent families.

Table 4.17

Difference in the pre-test scores of Civic Responsibility and its dimensions among Ayankulam village school going children from nuclear, joint, and single-parent families.

Civic responsibility and its dimensions	Source of variation	df (2,23)		Calculated 'F' value	Remarks at 5% level
		Sum of squares	Variance estimate		
Public health and hygiene	Between	14.526	7.263	0.432	NS
	Within	386.435	16.802		
Social Media Usage	Between	42.044	21.022	1.256	NS
	Within	384.918	16.736		
Social Skills	Between	65.570	32.785	1.199	NS
	Within	628.891	27.343		
Civic responsibility	Between	21.241	10.620	0.098	NS
	Within	2505.221	108.923		

(At 5% level of significance, for (2,23) df table value of 'F' is 3.42)

It is inferred from the above table that there is no significant difference among nuclear, joint and single parent Ayankulam village school students in their post-test scores of public health and hygiene, social media usage, social skills and civic responsibility.

Hypothesis 14: There is no significant difference in the post-test scores of Civic Responsibility and its dimensions among Ayankulam village school-going children studying in boys', girls', and co-educational institutions.

Table 4.18

Difference in the post-test scores of Civic Responsibility and its dimensions among Ayankulam village school-going children studying in boys', girls', and co-educational institutions.

Civic responsibility and its dimensions	Source of variation	df (2,23)		Calculated 'F' value	Remarks at 5% level
		Sum of squares	Variance estimate		
Public health and hygiene	Between	6.997	3.499	0.204	NS
	Within	393.964	17.129		
Social Media Usage	Between	43.087	21.543	1.291	NS
	Within	383.875	16.690		
Social Skills	Between	35.854	17.927	0.626	NS
	Within	658.607	28.635		
Civic responsibility	Between	65.658	32.829	0.307	NS
	Within	2460.804	106.991		

(At 5% level of significance, for (2,23) df table value of 'F' is 3.42)

It is inferred from the above table that there is no significant difference among boys, girls and co-education institution Ayankulam village school students in their post-test scores of public health and hygiene, social media usage, social skills and civic responsibility.

Hypothesis 15: There is no significant difference among government, aided and self-financed institution Ayankulam village school students in their post-test scores of civic responsibility and its dimensions.

Table 4.19

Difference among government, aided and self-financed institution Ayankulam village school students in their post-test scores of civic responsibility and its dimensions

Civic responsibility and its dimensions	Source of variation	df (2,23)		Calculated 'F' value	Remarks at 5% level
		Sum of squares	Variance estimate		
Public health and hygiene	Between	9.556	4.778	0.281	NS
	Within	391.405	17.018		
Social Media Usage	Between	46.735	23.368	1.414	NS
	Within	380.226	16.532		
Social Skills	Between	83.577	41.789	1.573	NS
	Within	610.884	26.560		
Civic responsibility	Between	227.472	113.736	1.138	NS
	Within	2298.989	99.956		

(At 5% level of significance, for (2,23) df table value of 'F' is 3.42)

It is inferred from the above table that there is no significant difference among government, aided and self-financed institution Ayankulam village school students in their post-test scores of public health and hygiene, social media usage, social skills and civic responsibility.

Hypothesis 16: There is no significant association between the age of Ayankulam village school-going children and their post-test scores in Civic Responsibility and its dimensions.

Table 4.20

Association between the age of Ayankulam village school-going children and their post-test scores in Civic Responsibility and its dimensions.

Civic responsibility and its Dimensions	df	Calculated χ^2 value	Remarks
Public health and Hygiene	2	18.440	S
Social Media Usage		5.283	NS
Social Skills		0.518	NS
Civic responsibility		13.185	S

(At 5% level of significance, for 2 df, the table value of ' χ^2 ' is 5.991)

It is inferred from the above table that there is no significant association between the age of Ayankulam village school students and their post-test scores of social media usage and social skills. But there is significant association between the age of Ayankulam village school

students and their post-test scores of public health and hygiene, civic responsibility.

Hypothesis 17: There is no significant association between the parental education of Ayankulam village school-going children and their post-test scores of civic responsibility and its dimensions.

Table 4.21

Association between parental education of Ayanakulam village school-going children and their post-test scores of Civic Responsibility and its Dimensions

Civic responsibility and its Dimensions	df	Calculated χ^2 value	Remarks
Public health and hygiene	4	13.022	S
Social Media Usage		2.381	NS
Social Skills		15.116	S
Civic responsibility		11.613	S

(At 5% level of significance, for 4 df, the table value of ' χ^2 ' is 9.488)

It is inferred from the above table that there is no significant association between the parental education of Ayankulam village school students and their post-test scores of social media usage. But there is a significant association between parental education of Ayankulam village school students and their post-test scores of public health and hygiene, social skills and civic responsibility.

Hypothesis 18: There is no significant association between the parental occupation of Ayankulam village school-going children and their post-test scores of civic responsibility and its dimensions.

Table 4.22

Association between parental occupation of Ayanakulam village school-going children and their post-test scores of Civic Responsibility and its Dimensions

Civic responsibility and its Dimensions	df	Calculated χ^2 value	Remarks
Public health and hygiene	4	1.101	NS
Social Media Usage		18.551	S
Social Skills		1.531	NS
Civic responsibility		14.042	S

(At 5% level of significance, for 4 df, the table value of ' χ^2 ' is 9.488)

It is inferred from the above table that there is no significant association between the parental occupation of Ayankulam village school students and their post-test scores of public health and hygiene and social skills. But there is a significant association between parental occupation of Ayankulam village school students and their post-test scores of social media usage and civic responsibility.

4.4 DIFFERENCE BETWEEN PRE-TEST SCORES AND POST-TEST SCORES OF SCHOOL GOING CHILDREN IN AYANKULAM VILLAGE.

Hypothesis 19: There is no significant difference between pre-test and post-test scores of the Ayankulam village school-going children and their civic responsibility and its dimensions.

Table 4.23

Significant difference between pre-test and post-test scores of the Ayankulam village school-going children and their civic responsibility and its dimensions

Variable	Category	N	Mean	S.D	Calculated 'γ' value	Calculated 't' Value	Remark at 5% level
Public health and hygiene	Pre-test	26	46	4.650	0.399	7.021	S
	Post-test	26	33.04	4.005			
Social Media Usage	Pre-Test	26	33.62	6.350	0.448	4.681	S
	Post-Test	26	38.96	4.133			
Social Skills	Pre-Test	26	36.38	5.036	0.671	5.064	S
	Post-Test	26	40.54	5.271			

Civic responsi bility	Pre- Test	2	96.	12.	0.779	10.772	S
	Post- Test	2	112	10.			
		6	.54	053			

It is inferred from the above table that there is a significant difference between pre-test scores and post-test scores of Ayankulam village school students in their public health and hygiene, social media usage, social skills and civic responsibility.

While comparing the mean values of pre-test scores and post-test scores, mean scores of post-test scores (33.04, 38.96, 40.54, 112.54) are better than the pre-test scores (26.46, 33.62, 36.38, 96.46).

Hypothesis 20: There is no significant difference between pre-test and post-test scores of the male school-going children in Ayankulam village and their civic responsibility and its dimensions.

Table 4.24

Significant difference between pre-test and post-test scores of the male school-going children in Ayankulam village and their civic responsibility and its dimensions

Variable	Category	N	Mean	S.D.	Calculated 'γ' value	Calculated 't' Value	Remark at 5% level
Public health and Hygiene	Pre-test	11	25.00	4.980	0.330	4.630	S
	Post-test	11	32.82	4.687			
Social Media Usage	Pre-Test	11	34.09	7.503	0.252	2.220	S
	Post-Test	11	39.09	3.646			
Social Skills	Pre-Test	11	36.45	4.906	0.751	4.324	S
	Post-Test	11	40.91	4.763			
Civic responsibility	Pre-Test	11	95.55	12.825	0.740	6.632	S
	Post-Test	11	112.82	10.028			

It is inferred from the above table that there is a significant difference between pre-test scores and post-test scores of Ayankulam village school male students in their public health and hygiene, social media usage, social skills and civic responsibility.

While comparing the mean values of pre-test scores and post-test scores, mean scores of post-test scores (32.82, 39.09, 40.91, 112.82) are better than the pre-test scores (25.00, 34.09, 36.45, 95.55).

Hypothesis 21: There is no significant difference between pre-test and post-test scores of the female school-going children in Ayankulam village and their civic responsibility and its dimensions.

Table 4.25

Significant difference between pre-test and post-test scores of the female school-going children in Ayankulam village and their civic responsibility and its dimensions

Variable	Category	N	Mean	S.D.	Calculated 'γ' value	Calculated 't' Value	Remark at 5% level
Public health and hygiene	Pre-test	15	27.53	4.240	0.481	5.446	S
	Post-test	15	33.20	3.590			
Social Media Usage	Pre-Test	15	33.27	5.612	0.621	4.785	S
	Post-Test	15	38.87	4.580			
Social Skills	Pre-Test	15	36.33	5.300	0.631	3.192	S
	Post-Test	15	40.27	5.763			
Civic responsibility	Pre-Test	15	97.13	11.946	0.816	8.482	S
	Post-Test	15	112.33	10.417			

It is inferred from the above table that there is a significant difference between pre-test scores and post-test scores of Ayankulam village school female students in their public health and hygiene, social media usage, social skills and civic responsibility.

While comparing the mean values of pre-test scores and post-test scores, mean scores of post-test scores (33.20, 38.87, 40.27, 112.33) are better than the pre-test scores (27.53, 33.27, 36.33, 97.13).

Hypothesis 22: There is no significant difference between the pre-test and post-test scores of school-going children in Ayankulam village, studying in rural schools, with regard to their civic responsibility and its dimensions.

Table 4.26

significant difference between the pre-test and post-test scores of school-going children in Ayankulam village, studying in rural schools, with regard to their civic responsibility and its dimensions

Variable	Category	N	Mean	S.D.	Calculated 'γ' value	Calculated 't' Value	Remark at 5% level
Public health and hygiene	Pre-test	8	28.00	4.342	0.676	4.463	S
	Post-test	8	33.25	3.845			
Social Media Usage	Pre-Test	8	31.38	6.093	0.268	2.772	S
	Post-Test	8	38.00	4.986			
Social Skills	Pre-Test	8	37.50	5.451	0.865	4.093	S
	Post-Test	8	41.63	3.926			
Civic responsibility	Pre-Test	8	96.88	12.988	0.743	5.181	S
	Post-Test	8	112.88	10.467			

It is inferred from the above table that there is a significant difference between pre-test scores and post-test scores of rural students in Ayankulam village in their public health and hygiene, social media usage, social skills and civic responsibility.

While comparing the mean values of pre-test scores and post-test scores, mean scores of post-test scores (33.25, 38.00, 41.63, 112.88) are better than the pre-test scores (28.00, 31.38, 37.50, 96.88).

Hypothesis 23: There is no significant difference between the pre-test and post-test scores of school-going children in Ayankulam village, studying in urban schools, with regard to their civic responsibility and its dimensions.

Table 4.27

significant difference between the pre-test and post-test scores of school-going children in Ayankulam village, studying in urban schools, with regard to their civic responsibility and its dimensions

Variable	Category	N	Mean	S.D.	Calculated 'γ' value	Calculated 't' Value	Remark at 5% level
Public health and hygiene	Pre-test	18	25.78	4.735	0.306	5.767	S
	Post-test	18	32.94	4.179			
Social Media Usage	Pre-Test	18	34.61	6.372	0.518	3.704	S
	Post-Test	18	39.39	3.775			
Social Skills	Pre-Test	18	35.89	4.922	0.622	3.737	S
	Post-Test	18	40.06	5.805			
Civic responsibility	Pre-Test	18	96.28	12.067	0.796	9.323	S
	Post-Test	18	112.39	10.170			

It is inferred from the above table that there is a significant difference between pre-test scores and post-test scores of urban students in Ayankulam village in their public health and hygiene, social media usage, social skills and civic responsibility.

While comparing the mean values of pre-test scores and post-test scores, mean scores of post-test scores (32.94, 39.39, 40.06, 112.39) are better than the pre-test scores (32.94, 34.61, 35.89, 96.28).

CHAPTER - V

FINDINGS, DISCUSSIONS, RECOMMENDATIONS AND SUGGESTIONS

5.1 INTRODUCTION

This chapter presents the key findings derived from the analysis of data collected on the impact of student parliament in enhancing civic responsibility among school students in Ayankulam village. The results highlight significant differences in civic awareness, public health and hygiene, social media usage, and social skills based on factors such as gender, school type, parental education, and age. The pre-test and post-test comparisons further confirm that the implementation of student parliament has led to notable improvements in students' civic engagement and social behavior.

Following the findings, the chapter provides interpretations that explain the patterns observed in the data, offering insights into the role of student parliament in shaping student behavior. Based on these results, specific recommendations are suggested for teachers, school management, families, government, and the community to further enhance the effectiveness of student parliament in fostering civic responsibility. Finally, the chapter concludes with suggestions for future research to explore new dimensions of student-led governance and participatory education.

5.2 FINDINGS AND DISCUSSIONS

Finding 1

There is significant difference in the pre-test scores of Civic Responsibility and its dimensions among Ayankulam village school-going children studying in boys', girls', and co-educational institutions. While comparing the mean scores children studying in co-education institution are better than the children studying in boys and girls' institution in public health and hygiene and boys' institution is better in social skills.

Discussion 1

The finding indicates a significant difference in the pre-test scores of public health and hygiene and social skills among school-going children studying in boys', girls', and co-educational institutions in Ayankulam village. Before the intervention of the student parliament, children studying in co-educational institutions demonstrated better awareness and practices related to public health and hygiene than those from single-gender schools. This could be attributed to the diverse peer interactions and shared responsibilities in maintaining cleanliness and hygiene in a mixed-gender setting, as supported by previous studies suggesting that co-educational environments foster collaborative learning and health-conscious behaviours (Murphy, 2015). On the other hand, children studying in boys' institutions scored higher in social skills compared to those from girls' and co-educational institutions. This finding aligns with research indicating that boys in single-gender schools often engage more in group activities and peer interactions that emphasize leadership, teamwork, and competitive

socialization (Sax, 2009). However, co-educational settings generally provide more balanced social interactions, which could contribute to long-term social adaptability (Jackson, 2012). These results highlight the need for structured interventions like student parliaments, which can create equal opportunities for all students, regardless of their school type, to develop public health awareness and essential social skills through participatory learning and democratic engagement.

Finding 2

There is significant association between the age of Ayankulam village school-going children and their pre-test scores of civic responsibility.

Discussion 2

The findings indicate a significant association between the age of school-going children in Ayankulam village and their pre-test scores of civic responsibility. This suggests that as students grow older, their understanding and engagement in civic duties tend to improve. This trend may be attributed to cognitive development, increased exposure to social and political issues, and greater opportunities for participation in civic activities as students' progress through their education. Similar findings have been reported in previous studies. Torney-Purta et al. (2001) found that older students tend to score higher in civic knowledge and responsibility due to their enhanced critical thinking skills and broader social awareness. Additionally, Amnå and Ekström (2014) suggest that age-related increases in civic responsibility are influenced by greater interaction with societal structures, such as school governance programs and community initiatives.

Finding 3

There is significant difference between male and female Ayankulam village school going children in their pre-test scores of public health and hygiene, social media usage and civic responsibility. While comparing the mean scores male school-going children are better than female school-going children in public health and hygiene, social media usage and civic responsibility.

Discussion 3

The findings reveal a significant difference between male and female school-going children in Ayankulam village in their pre-test scores for public health and hygiene, social media usage, and civic responsibility. Male students outperformed female students in all three areas. This could be due to greater social exposure, digital access, and participation in community activities among boys compared to girls, who may have fewer opportunities for public engagement due to societal norms. Research suggests that gender differences in civic responsibility and digital engagement often stem from variations in socialization, access to resources, and cultural expectations (Torney-Purta et al., 2001). These findings highlight the need for gender-inclusive programs to ensure equal participation and awareness in all aspects of civic and social learning.

Finding 4

There is significant difference between school-going children from Ayankulam village studying in rural and urban schools in their pre-test scores of public health and hygiene, and civic responsibility. While comparing the mean scores school-going children studying in rural

schools are better than the school-going children studying in urban schools in public health and hygiene and civic responsibility.

Discussion 4

The findings show a significant difference between school-going children from Ayankulam village studying in rural and urban schools in their pre-test scores for public health and hygiene and civic responsibility, before the intervention of the student parliament. Rural school students scored higher in both areas, suggesting that they may have stronger community engagement and practical awareness of hygiene due to their daily responsibilities and shared living environments. Additionally, rural communities often promote a greater sense of collective responsibility, which can enhance civic engagement (Gonzalez et al., 2018). These results highlight the existing strengths of rural students in these domains while emphasizing the need for targeted interventions in urban schools. The introduction of the student parliament as an intervention may help bridge this gap by promoting participatory learning and engagement in civic and public health initiatives for all students.

Finding 5

There is significant difference Ayankulam village school going children studying from classes VI, VII, VIII, IX, and X in their post-test scores of public health and hygiene. While comparing the mean scores children studying in IX standard are better in their public health and hygiene.

Discussion 5

The findings denote a significant difference in the post-test scores of public health and hygiene among school going

children in Ayankulam village studying from classes VI to X in after the intervention of the student parliament. Among these groups, children studying in IX standard demonstrated the highest improvement in public health and hygiene. This suggests that the student parliament intervention was particularly effective for this age group, possibly due to their greater cognitive maturity, ability to engage in discussions, and increased sense of responsibility compared to younger students. Research suggests that experiential learning and participatory governance models, like student parliaments, enhance students' awareness and adoption of public health practices by fostering peer-led initiatives and collective responsibility (Print, 2007). The results highlight the importance of age-appropriate engagement strategies to maximize the impact of civic education programs.

Finding 6

There is significant association between the age of Ayankulam village school-going children and their post-test scores of public health and hygiene and civic responsibility.

Discussion 6

The findings show a significant association between the age of Ayankulam village school-going children and their post-test scores in public health and hygiene and civic responsibility after the intervention of the student parliament. This suggests that as students grow older, they demonstrate greater awareness, understanding, and application of public health practices and civic duties. The student parliament likely played a key role in this improvement by encouraging active participation,

discussions, and decision-making, which older students may have engaged with more effectively. Research supports the idea that age influences civic engagement and health awareness, as older students tend to develop critical thinking, leadership skills, and a deeper sense of responsibility (Amnå & Ekström, 2014). These results emphasize the importance of age-appropriate interventions to maximize learning outcomes in civic education programs.

Finding 7

There is a significant association between parental education of Ayankulam village school-going children and their post-test scores of public health and hygiene, social skills and civic responsibility.

Discussion 7

The findings demonstrate a significant association between the parental education levels of Ayankulam village school-going children and their post-test scores in public health and hygiene, social skills, and civic responsibility. This suggests that students with more educated parents tend to perform better in these areas, likely due to greater exposure to discussions on hygiene, social interactions, and civic duties at home. Higher parental education often correlates with better guidance, access to resources, and encouragement for active participation in community and school activities. Research suggests that parental engagement enhances students' motivation and confidence in civic activities, leading to stronger social and civic skills (Verba, Schlozman, & Brady, 1995). These findings emphasize the importance of collaborative efforts between

schools and parents in fostering responsible and engaged citizens.

Finding 8

There is a significant association between parental occupation of Ayankulam village school-going children and their post-test scores of social media usage and civic responsibility.

Discussion 8

The findings reveal a significant association between the parental occupation of Ayankulam village school-going children and their post-test scores in social media usage and civic responsibility. This suggests that students whose parents have more socially engaged or professionally demanding occupations may have greater exposure to digital literacy, public affairs, and civic duties, influencing their understanding and participation in these areas. Parents working in fields that require communication, governance, or community involvement may encourage their children to use social media responsibly and actively engage in civic activities.

Finding 9

There is significant difference between pre-test scores and post-test scores of Ayankulam village school-going children in their public health and hygiene, social media usage, social skills and civic responsibility. While comparing the mean values of pre-test scores and post-test scores, mean scores of post-test scores are better than the pre-test scores.

Discussion 9

The findings show a significant difference between the pre-test and post-test scores of Ayankulam village school-going

children in public health and hygiene, social media usage, social skills, and civic responsibility. The post-test mean scores are higher than the pre-test scores, indicating that the student parliament intervention had a positive impact on students' awareness, behavior, and engagement in these areas. This improvement suggests that active participation in student governance, discussions, and peer-led initiatives helped enhance students' understanding and application of civic responsibilities, social skills, and responsible social media usage. Research supports that experiential learning and participatory governance models, such as student parliaments, significantly influence students' democratic engagement and social development (Print, 2007). These findings highlight the effectiveness of student-led interventions in fostering responsible behavior and civic awareness.

Finding 10

There is significant difference between pre-test scores and post-test scores of Ayankulam village female school-going children in their public health and hygiene, social media usage, social skills and civic responsibility. While comparing the mean values of pre-test scores and post-test scores, mean scores of post-test scores are better than the pre-test scores.

Discussion 10

The findings highlight a significant difference between the pre-test and post-test scores of female school-going children in Ayankulam village in public health and hygiene, social media usage, social skills, and civic responsibility. The higher post-test mean scores suggest that the student parliament intervention had a positive

impact, enhancing their awareness, skills, and engagement in these areas. This improvement indicates that participation in the student parliament provided female students with opportunities for leadership, discussion, and decision-making, boosting their confidence and understanding of civic duties and responsible social behaviours. Research suggests that structured participatory programs help bridge gender gaps in civic engagement and social awareness by fostering an inclusive learning environment (Westheimer & Kahne, 2004). These findings emphasize the importance of continued initiatives that empower female students through active participation and leadership experiences.

Finding 11

That there is significant difference between pre-test scores and post-test scores of school-going children in Ayankulam village, studying in rural schools, in their public health and hygiene, social media usage, social skills and civic responsibility. While comparing the mean values of pre-test scores and post-test scores, mean scores of post-test scores are better than the pre-test scores.

Discussion 11

The findings show that there is a significant difference between the pre-test and post-test scores of school-going children in Ayankulam village, studying in rural schools, in public health and hygiene, social media usage, social skills, and civic responsibility. The higher post-test mean scores suggest that the student parliament intervention contributed to improving students' awareness, behavior, and engagement in these areas. This improvement indicates that participatory learning through the student parliament

allowed rural students to develop better social and civic skills, enhance their understanding of responsible social media use, and adopt healthier public health practices. Studies suggest that experiential civic education programs foster critical thinking, active engagement, and a sense of responsibility among students, particularly in rural communities where direct participation can have a stronger influence on daily life (Print, 2007). These findings highlight the importance of sustaining student-led governance models to encourage long-term civic and social development.

Finding 12

There is significant difference between pre-test scores and post-test scores of school-going children in Ayankulam village, studying in urban schools, in their public health and hygiene, social media usage, social skills and civic responsibility. While comparing the mean values of pre-test scores and post-test scores, mean scores of post-test scores are better than the pre-test scores.

Discussion 12

The findings show a significant difference between the pre-test and post-test scores of school-going children in Ayankulam village, studying in urban schools in public health and hygiene, social media usage, social skills, and civic responsibility. The higher post-test mean scores suggest that the student parliament intervention had a positive impact on enhancing students' awareness, behavior, and engagement in these areas. This improvement indicates that active participation in the student parliament provided urban students with opportunities to develop better social and civic skills, adopt healthier public health

practices, and use social media more responsibly. Research suggests that structured civic education programs help urban students engage more effectively with their communities and develop a stronger sense of responsibility (Torney-Purta et al., 2001). These findings highlight the need for continued experiential learning initiatives to strengthen civic and social development among urban students.

5.3 RECOMMENDATIONS

5.3.1 Recommendations for Teachers

- Actively guide and mentor students in the functioning of the student parliament, ensuring equal participation and leadership opportunities.
- Integrate discussions from student parliament sessions into classroom lessons, linking civic topics with real-life applications.
- Encourage students to take responsibility for organizing and leading parliamentary discussions on issues like public health, social media ethics, and community service.
- Provide structured feedback and support to student representatives to help them refine their decision-making and leadership skills.

5.3.2 Recommendations for School Management

- Institutionalize the student parliament as a permanent structure within the school system, ensuring regular meetings and active student participation.
- Provide necessary resources such as meeting spaces, guidance materials, and access to civic engagement opportunities outside the school.

- Organize annual evaluations of the student parliament's effectiveness, collecting feedback from students, teachers, and parents for continuous improvement.
- Encourage collaboration between student parliament members and local governing bodies to give students hands-on experience in civic responsibilities.

5.3.3 Recommendations for Families

- Encourage students to share their experiences from the student parliament at home, reinforcing civic values through discussions and practical applications.
- Support children in their leadership roles within the student parliament by providing motivation and helping them understand real-world civic issues.
- Engage in school activities that involve student parliament members, such as parent-student dialogue sessions and community initiatives.

5.3.4 Recommendations for Government

- Recognize and support student parliament programs as an essential tool for civic education by incorporating them into educational policies and guidelines.
- Provide training programs for teachers on how to effectively facilitate student parliaments and develop leadership skills among students.
- Create platforms where student parliament representatives can engage with local government

officials, allowing them to present student-led initiatives and community concerns.

- Allocate funding to expand student parliament programs in schools, especially in rural areas, to ensure inclusivity and sustainability.

5.3.5 Recommendations for the Community

- Involve student parliament members in local decision-making processes by inviting them to participate in village or municipal meetings.
- Collaborate with schools to support student-led civic projects such as cleanliness drives, health awareness campaigns, and digital literacy programs.
- Recognize and celebrate the contributions of student parliament members in community development, encouraging greater participation among students.
- Provide mentorship opportunities by connecting student parliament members with community leaders and professionals who can guide them in civic engagement.

By strengthening the role of the student parliament through these recommendations, schools can create a lasting impact on students' civic awareness, leadership abilities, and community participation.

5.4 EDUCATIONAL IMPLICATIONS

The implementation of the student parliament as an intervention program has significant educational implications, particularly in fostering civic responsibility among school-going students. The following points highlight its impact on the educational system and student development:

Enhanced Civic Awareness and Engagement

- Student parliaments provide students with hands-on experience in governance, decision-making, and social responsibility.
- Schools become active spaces for civic education, allowing students to connect classroom learning with real-world civic issues.

Development of Leadership and Communication Skills

- Active participation in student parliament enhances students' ability to express opinions, engage in debates, and work collaboratively.
- Leadership roles in student governance prepare students for future civic and professional responsibilities.

Improvement in Social and Ethical Behavior

- Exposure to democratic discussions in student parliament helps students develop respect for diverse perspectives, teamwork, and ethical decision-making.
- Encouraging responsible social media usage and public health awareness through student-led initiatives fosters socially responsible behaviour.

Greater Student Participation in School Governance

- The student parliament model empowers students to contribute to school policies and decision-making processes, creating a sense of ownership and responsibility.
- Schools adopting democratic engagement methods report higher student motivation and participation in school activities.

Strengthening Teacher-Student Collaboration

- Teachers act as facilitators, guiding students in discussions and civic activities, which fosters a more interactive and student-centered learning environment.
- Civic education becomes more experiential rather than theoretical, making learning more meaningful and practical.

Parental and Community Involvement in Education

- The student parliament encourages parents and community members to engage with schools through student-led initiatives and civic projects.
- Strengthened school-community relationships lead to greater support for educational programs that promote civic responsibility.

Bridging Rural-Urban Civic Learning Gaps

- Schools in both rural and urban areas benefit from structured civic education through student parliament, ensuring equitable access to leadership training and social awareness programs.
- Rural schools, in particular, benefit from enhanced civic participation, reinforcing social responsibility and community engagement among students.

Policy Implications for Education Systems

- The success of student parliament programs highlights the need to institutionalize participatory civic education in school curricula.
- Government and educational policymakers can incorporate student governance models into school

frameworks, ensuring long-term impact on student civic engagement.

By integrating student parliament as a structured component of school education, institutions can create an active, engaged, and socially responsible generation of students. This approach strengthens democratic values, leadership abilities, and civic participation, leading to a more responsible and aware society.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

Research is a vast and changeable field. There is no end to any research. The end of one research creates many new questions related to problems. So many things could not be included in the present research. So much further research can be done related to this problem and in the same area also. This subject has a broad scope. To widen the scope of the present study, the following few topics are recommended for doing further research:

- "Effectiveness of Student Parliament in Enhancing Civic Responsibility: A Quasi-Experimental Study Among the School Students"
- "A Longitudinal Study on the Impact of Student Parliament on Social Skills and Public Health Awareness Among Rural School Students"
- "Gender Differences in Civic Responsibility Development Through Student Parliament: A Statistical Analysis" "Students' Perceptions of Leadership and Responsibility Through Participation in Student Parliament: A Phenomenological Study"
- "The Role of Teachers in Facilitating Student Parliament for Civic Education: A Case Study of Ayankulam Village Schools"

- "Exploring Parental Involvement in Student Parliament Initiatives: A Narrative Inquiry"
- "Assessing the Role of Student Parliament in Promoting Responsible Social Media Usage Among School Students: A Mixed-Methods Approach"
- "The Relationship Between Student Parliament Participation and Academic Performance: A Mixed-Methods Analysis"
- "Implementing Student Parliament in Primary Schools: An Action Research on Early Civic Education"
- "Experimental Study on the Role of Student Parliament in Reducing Bullying and Enhancing Peer Cooperation"

These studies explore various dimensions of student parliament, including leadership, social skills, teacher involvement, parental support, gender differences, and long-term impacts.

5.6 CONCLUSION

Education is the foundation of a responsible and engaged society, shaping young minds to become active participants in their communities. The findings of this study provide strong evidence of the positive impact of student parliament on civic responsibility among school going children in Ayankulam village. The pre-test and post-test comparisons reveal a significant improvement in students' public health and hygiene awareness, social media usage, social skills, and civic responsibility after participating in the student parliament intervention. The increase in mean scores after the intervention indicates that structured participation in

student governance fosters a greater sense of responsibility, leadership, and active citizenship among students. Further, the study highlights variations in civic responsibility based on demographic factors, such as gender, school type, and parental influence. The significant differences among male and female students, rural and urban schools, and different grade levels suggest that student parliament is particularly effective in promoting civic engagement across diverse student groups. The association between parental education, occupation, and students' post-test scores further emphasizes the role of family support in shaping civic responsibility.

The results also confirm that student-led governance structures provide an effective platform for students to engage in democratic decision-making, enhance their communication skills, and develop a stronger sense of accountability. The involvement of teachers, parents, and the wider community in student parliament initiatives reinforces the impact of this intervention, making it a sustainable model for civic education. Based on these findings, it is evident that student parliament serves as a valuable educational tool in instilling civic responsibility among students. Integrating such participatory structures into school systems can significantly contribute to nation-building efforts by nurturing responsible, engaged, and proactive citizens. Beyond individual development, student parliament fosters a collaborative school environment where teachers, parents, and the community actively contribute to students' civic growth. This study reinforces the idea that when students are given a platform for self-

governance, they become more responsible, socially aware, and committed to societal well-being.

As education continues to evolve, integrating student parliament as a permanent feature in school systems can serve as a sustainable model for civic education. By nurturing future leaders and responsible citizens, student parliament plays a vital role in strengthening democratic values and active citizenship. Future research can explore ways to expand and refine its implementation to maximize its benefits across diverse educational settings.

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APPENDICES

APPENDIX: I - DRAFT TOOL

IMPACT OF STUDENT PARLIAMENT ON CIVIC RESPONSIBILITY AMONG THE SCHOOL STUDENTS IN AYANKULAM VILLAGE

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Dear Participants,

Kindly read all the questions given and respond to them carefully. Your responses will be kept confidential and will be used for research purpose only.

Tick (✓) among the alternatives given against each statement which suits your response

PERSONAL DATA

1. Age வயது	10 years/ 13-15 years
2. Sex பாலினம்	Male /Female ஆண் / பெண்
3. Class வகுப்பு	STD VI/ VII/ VIII/ IX/ X
4. Parental Education பெற்றோர் கல்வி	Illiterate / School Education / Higher Education எழுத்தறிவு இல்லாதவர் / பள்ளிக்கல்வி / உயர் கல்வி
5. Parental Occupation பெற்றோர் தொழில்	Daily wages/ Govt./ Private/ Self Employment தினக்கூலி / அரசு / தனியார் / சுயதொழில்
6. Type of family குடும்ப வகை	Nuclear/ Joint / Single parent சிறிய குடும்பம்/ கூட்டு குடும்பம்/ ஒற்றை பெற்றோர் குடும்பம்
7. Nature of school பள்ளியின் தன்மை	Girls School / Boys School / Co Education பெண்கள் பள்ளி / ஆண்கள் பள்ளி / இருபாலர் கல்வி
8. Type of school பள்ளி வகை	Government / Government Aided / Private School அரசு / அரசு உதவி பெறும் / தனியார் பள்ளி
9. Location of School / பள்ளியின் அமைவிடம்	Rural / Urban கிராமப்புறம் / நகர்ப்புறம்

S. No.	Statements	1 Not at all ஒருபோதும் இல்லை	2 Little Bit கொஞ்சம்	3 Some what சில நேரங்களில்	4 Very Much அதிகமாக	5 Extremely மிக அதிகமாக
Public health and hygiene பொது ஆரோக்கியம் மற்றும் சுகாதாரம்						
1	I wash my hands before and after meals. நான் உணவுக்கு முன்பும் பின்பும் என் கைகளை கழுவுகிறேன்.					
2	Me and my family drink boiled or filtered water. நான் மற்றும் என் குடும்பத்தினர் கொடுக்கவைத்த அல்லது வடிகட்டிய தண்ணீர் குடிக்கிறோம்.					
3	Every evening, we suffer mosquito bites. ஒவ்வொரு மாலையும் நாங்கள் கொசுக்கடியால் துன்பப்படுகிறோம்					
4	Every day I take vegetables and fruits in my diet. ஒவ்வொரு நாளும் நான் என் உணவில் காய்கறிகளையும் பழங்களையும் எடுத்துக்கொள்கிறேன்.					
5	I visit a doctor or health center for regular health check-ups. நான் ஆரோக்கிய பரிசோதனைகளுக்காக ஒரு மருத்துவர் அல்லது ஆரோக்கிய மையத்தைச் செல்கிறேன்.					
6	I use toilets for defecation. நான் கழிவறைகளைப் பயன்படுத்துகிறேன்.					
7	My family disposes of the household waste by throwing it outside the house. எனது குடும்பம் வீட்டுப்பயன்பாட்டு கழிவுகளை வீட்டிற்கு வெளியே எறிகிறது.					
8	There is sufficient supply of clean drinking water in our village. எங்கள் கிராமத்தில் தூய்மையான குடிநீர்					

	போதுமான அளவில் கிடைக்கிறது.					
9	I consider public sanitation (clean streets, proper waste disposal) for the overall health of our village. நான் எங்கள் கிராமத்தின் மொத்த ஆரோக்கியத்திற்காக பொது சுகாதாரத்தை (தூய்மையான தெருக்கள், சரியான கழிவு மேலாண்மை) முக்கியமாக கருதுகிறேன்.					
10	There are sufficient health services (like clinics or hospitals) in my village. எங்கள் கிராமத்தில் போதுமான அளவில் சுகாதார சேவைகள் (கிளினிக்குகள் அல்லது மருத்துவமனைகள் போன்றவை) உள்ளன					
11.	I avoid eating food from unhygienic places. நான் சுகாதாரமற்ற இடங்களில் இருந்து உணவு சாப்பிடுவதைத் தவிர்க்கிறேன்.					
12.	I avoid sharing personal items like towels or combs. நான் துண்டுகள் அல்லது சீப்புகள் போன்ற தனிப்பட்ட பொருட்களைப் பகிர்ந்து கொள்வதைத் தவிர்க்கிறேன்.					
Social Media Usage சமூக ஊடக பயன்பாடு						
1	I use social media platforms daily (e.g., WhatsApp, Facebook). நான் ஒவ்வொரு நாளும் சமூக ஊடக தளங்களை பயன்படுத்துகிறேன் (எ.கா., வாட்ஸ்அப், ஃபேஸ்புக்).					
2	I limit my social media time so it doesn't affect my studies. நான் என் சமூக ஊடக நேரத்தை சரியாக பயன்படுத்தி, அது என் படிப்பை பாதிக்காமல் இருக்கிறேன்.					
3	I use social media for learning new things and positive ideas. நான் புதிய விஷயங்களையும் நேர்மறை கருத்துகளையும்					

	கற்றுக்கொள்ள ஊடகங்களைப் பயன்படுத்துகிறேன். சமூக					
4	I respect others' opinions when interacting on social media. சமூக ஊடகங்களில் தொடர்பு கொள்ளும் போது பிறரின் கருத்துகளுக்கு நான் மரியாதை அளிக்கிறேன்.					
5	I feel comfortable talking to my family about my social media activities. என் குடும்பத்துடன் என் சமூக ஊடக செயல்பாடுகள் பற்றி சுதந்திரமாக பேசுகிறேன்.					
6	I avoid sharing false or misleading content. நான் பொய்யான அல்லது தவறான தகவலை பகிர்வதை தவிர்க்கிறேன்.					
7	I participate in community groups online to stay informed. நான் ஆன்லைனில் உள்ள சமூக குழுக்களில் பங்கேற்று தகவல்களை அறிந்துகொள்கிறேன்.					
8	Social media helps me connect with local events or news. சமூக ஊடகம் எனக்கு உள்ளூர் நிகழ்வுகள் அல்லது செய்திகளுடன் இணைக்க உதவுகிறது.					
9	I avoid arguments or offensive language on social media. நான் சமூக ஊடகங்களில் வாதங்களை அல்லது மோசமான மொழியை தவிர்க்கிறேன்.					
10.	I talk to my elders if something online makes me uncomfortable. எனக்கு ஆன்லைனில் ஏதாவது தொந்தரவாக இருக்குமானால், நான் பெரியவர்களிடம் பேசுகிறேன்.					
11.	I do not let social media affect my mood or self-esteem. சமூக ஊடகங்கள் எனது மனநிலையையோ அல்லது					

	சுயமரியாதையையோ பாதிக்க நான் அனுமதிப்பதில்லை.					
12.	I check my privacy settings regularly. நான் எனது தனியுரிமை அமைப்புகளை தவறாமல் சரிபார்க்கிறேன்					
Social Skills சமூக திறன்கள்						
1	I say "please" and "thank you" in my daily conversations. நான் என் தினசரி உரையாடல்களில் "தயவு செய்து" மற்றும் "நன்றி" என்ற வார்த்தைகளைச் சொல்கிறேன்.					
2	I share responsibilities in group activities. நான் குழு செயல்களில் பொறுப்புகளை பகிர்ந்து கொள்கிறேன்.					
3	I use calm words to solve disagreements. நான் பொருத்தமான வார்த்தைகளை பயன்படுத்தி கருத்து வேறுபாடுகளை தீர்க்கிறேன்.					
4	I enjoy helping classmates or neighbors in need. நான் மற்றவர்களுக்கு உதவி செய்வதில் மகிழ்ச்சி அடைகிறேன்.					
5	I practice listening skills during conversations. நான் உரையாடல்களில் கேட்கும் திறனைக் கற்றுக்கொள்கிறேன்.					
6	I apologize if I hurt someone's feelings. நான் ஒருவரின் உணர்வுகளை காயப்படுத்தினால், மன்னிப்பு கேட்குகிறேன்.					
7	I introduce myself when I meet new people. நான் புதியவர்களுடன் சந்திக்கும்போது என்னை அறிமுகப்படுத்துகிறேன்.					
8	I understand the importance of teamwork. நான் குழு வேலைகளைப் புரிந்துகொள்கிறேன்.					
9	I avoid conflicts and work towards peaceful solutions. நான் மோதல்களைத்					

	தவிர்க்கிறேன் மற்றும் அமைதியான தீர்வுகளுக்கு ஒத்துழைக்கிறேன்.					
10	I take care of shared spaces in my school or village, like playgrounds. நான் என் பள்ளி அல்லது விளையாட்டு மைதானங்களைப் போன்ற பொதுவான இடங்களை, கவனமாக பராமரிக்கிறேன்.					
11.	I respect other people's opinions, even if I disagree. நான் உடன்படவில்லை என்றாலும், மற்றவர்களின் கருத்துக்களை மதிக்கிறேன்.					
12.	I understand how my words and actions affect others. என்னுடைய வார்த்தைகளும் செயல்களும் மற்றவர்களை எவ்வாறு பாதிக்கின்றன என்பதை நான் புரிந்துகொள்கிறேன்.					

APPENDIX: II - FINAL TOOL

IMPACT OF STUDENT PARLIAMENT ON CIVIC RESPONSIBILITY AMONG THE SCHOOL STUDENTS IN AYANKULAM VILLAGE

Investigators

Rev. Dr. L. Vasanthi Medona ICM,
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Dr. A. Jeya Sudha,
Assistant Professor of History, SICE, Palayamkottai.

Sr. L. Arul Suganthi Agnes ICM,
Assistant Professor of Education, SICE, Palayamkottai.

Dear Participants,

Kindly read all the questions given and respond to them carefully. Your responses will be kept confidential and will be used for research purpose only.

Tick (✓) among the alternatives given against each statement which suits your response

PERSONAL DATA

1.	Age வயது	10 years/ 13-15 years
2.	Sex பாலினம்	Male /Female ஆண் / பெண்
3.	Class வகுப்பு	STD VI/ VII/ VIII/ IX/ X
4.	Parental Education பெற்றோர் கல்வி	Illiterate / School Education / Higher Education எழுத்தறிவு இல்லாதவர் / பள்ளிக்கல்வி / உயர் கல்வி
5.	Parental Occupation பெற்றோர் தொழில்	Daily wages/ Govt/ Private/ Self Employment தினக்கூலி / அரசு / தனியார் / சுயதொழில்
6.	Type of family குடும்ப வகை	Nuclear/ Joint / Single parent சிறிய குடும்பம்/ கூட்டு குடும்பம்/ ஒற்றை பெற்றோர் குடும்பம்
7.	Nature of school பள்ளியின் தன்மை	Girls School / Boys School / Co Education பெண்கள் பள்ளி / ஆண்கள் பள்ளி / இருபாலர் கல்வி
8.	Type of school பள்ளி வகை	Government / Government Aided / Private School அரசு / அரசு உதவி பெறும் / தனியார் பள்ளி
9.	Location of School / பள்ளியின் அமைவிடம்	Rural / Urban கிராமப்புறம் / நகர்ப்புறம்

PUBLIC HEALTH AND HYGIENE பொது ஆரோக்கியம் மற்றும் சுகாதாரம்						
S. No.	STATEMENTS	1 Not at all ஒருபோதும் இல்லை	2 Little Bit கொஞ்சம்	3 Some what சில நேரங்களில்	4 Very Much அதிகமாக	5 Extremely மிக அதிகமாக
1	I wash my hands before and after meals. நான் உணவுக்கு முன்பும் பின்பும் என் கைகளை கழுவுகிறேன்.					
2	Me and my family drink boiled or filtered water. நான் மற்றும் என் குடும்பத்தினர் கொதிக்கவைத்த அல்லது வடிகட்டிய தண்ணீர் குடிக்கிறோம்.					
3	Every evening we suffer mosquito bites. ஒவ்வொரு மாலையும் நாங்கள் கொசுக்கடி யால் துன்பப்படுகிறோம்.					
4	Everyday I take vegetables and fruits in my diet. ஒவ்வொரு நாளும் நான் என் உணவில் காய்கறிகளையும் பழங்களையும் எடுத்துக்கொள்கிறேன்.					
5	I visit a doctor for health check-ups. நான் உடல்நலப் பரிசோதனைகளுக்காக ஒரு மருத்துவரை அணுகுகிறேன்.					
6	I use toilets for defecation. நான் கழிவறைகளைப் பயன்படுத்துகிறேன்.					
7	My family disposes of the household waste by throwing it outside the house. எனது குடும்பம் வீட்டுப்பயன்பாட்டு கழிவுகளை வீட்டிற்கு வெளியே எறிகிறது.					
8	There is sufficient supply of clean drinking water in our village.					

	எங்கள் கிராமத்தில் தாய்மையான குடிநீர் போதுமான அளவில் கிடைக்கிறது.					
10	There is a primary health care center in my village. எனது கிராமத்தில் ஒரு ஆரம்ப சுகாதார நிலையம் உள்ளது.					
SOCIAL MEDIA USAGE சமூக ஊடக பயன்பாடு						
S. No.	STATEMENTS	1 Not at all ஒருபோதும் இல்லை	2 Little Bit கொஞ்சம்	3 Some what சில நேரங்களில்	4 Very Much அதிகமாக	5 Extremely மிக அதிகமாக
11	I use WhatsApp daily. நான் தினமும் வாட்ஸ்அப் பயன்படுத்துகிறேன்.					
12	I am very particular that my studies are not affected due to my usage of social media. நான் சமூக ஊடகங்களைப் பயன்படுத்துவதால் எனது படிப்பு பாதிக்கப்படக்கூடாது என்பதில் நான் மிகவும் கவனமாக இருக்கிறேன்.					
13	I watch You tube for learning new things. புதிய விஷயங்களைக் கற்றுக்கொள்ள யூ டியூப் பயன்படுத்துகிறேன்.					
14	I respect others' opinions when interacting on social media. சமூக ஊடகங்களில் தொடர்பு கொள்ளும் போது பிறரின் கருத்துகளுக்கு நான் மரியாதை அளிக்கிறேன்.					
15	I feel comfortable talking to my family about my social media activities. என் குடும்பத்துடன் என் சமூக ஊடக செயல்பாடுகள் பற்றி சுதந்திரமாக பேசுகிறேன்.					
16	I avoid sharing false content. சமூக ஊடகங்களில்					

	தவறான செய்திகளை பகிர்வதை தவிர்க்கிறேன்.					
17	I participate in community groups online to stay informed. நான் ஆன்லைனில் உள்ள சமூக குழுக்களில் பங்கேற்று தகவல்களை அறிந்துகொள்கிறேன்.					
18	Social media helps me to come to know daily news. இணைப்பி செய்திகளை அறிந்து கொள்ள சமூக ஊடகங்கள் எனக்கு உதவுகின்றன.					
19	I avoid using offensive language on social media. சமூக வலைதளங்களில் தகாத வார்த்தைகளை பயன்படுத்துவதை தவிர்த்து வருகிறேன்.					
20	I talk to my elders if something online makes me uncomfortable. எனக்கு ஆன்லைனில் ஏதாவது தொந்தரவாக இருக்குமானால், நான் பெரியவர்களிடம் பேசுகிறேன்.					
SOCIAL SKILLS சமூக திறன்கள்						
S. No	STATEMENTS	1 Not at all ஒருபோதும் இல்லை	2 Little Bit கொஞ்சம்	3 Some what சில நேரங்களில்	4 Very Much அதிகமாக	5 Extremely மிக அதிகமாக
21	I say "please" and "thank you" in my daily conversations. நான் என் இணைப்பி உரையாடல்களில் "தயவு செய்து" மற்றும் "நன்றி" என்ற வார்த்தைகளைச் சொல்கிறேன்.					
22	I share responsibilities in group activities. நான் குழு செயல்களில் பொறுப்புகளை பகிர்ந்து கொள்கிறேன்.					
23	I use calm words to solve disagreements. நான் பொருத்தமான வார்த்தைகளை பயன்படுத்தி கருத்து					

	வேறுபாடுகளை தீர்க்கிறேன்.					
24	I enjoy helping classmates in need. தேவைப்படும் வகுப்பு தோழர்களுக்கு உதவுவதில் நான் மகிழ்ச்சியடைகிறேன்.					
25	I practice listening skills during conversations. நான் உரையாடல்களில் கேட்கும் திறனைக் கற்றுக்கொள்கிறேன்.					
26	I apologize if I hurt someone's feelings. நான் ஒருவரின் உணர்வுகளை காயப்படுத்தினால், மன்னிப்பு கேட்கிறேன்.					
27	I introduce myself when I meet new people. நான் புதியவர்களை சந்திக்கும்போது என்னை அறிமுகப்படுத்திக்கொ ள்கிறேன்.					
28	I understand the importance of teamwork. குழுப்பணியின் முக்கியத்துவத்தை நான் புரிந்துகொள்கிறேன்.					
29	I avoid conflicts and work towards peaceful solutions. நான் மோதல்களைத் தவிர்க்கிறேன் மற்றும் அமைதியான தீர்வுகளுக்கு ஒத்துழைக்கிறேன்.					
30	I take care of cleanliness in my classroom. நான் எனது வகுப்பறையின் தூய்மையை கவனமாக பராமரிக்கிறேன்.					

APPENDIX: III – PHOTOS OF EXPERIMENTATION









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