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LIFE SKILLS AND SOCIAL MATURITY OF HIGHER SECONDARY STUDENTS

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Abstract

Life skills are an imperative portion of our life, which makes a difference to confront obstructions and overcome challenges. The most important thing about life skills is to build the confidence of the students. In this research, the investigators have attempted to find out the level of life skills and social maturity of higher secondary students with respect to the locality of the student and the type of school. A survey method was utilized to gather the information from the sample. Using a simple random sampling technique, 279 higher secondary school students are selected as the sample for the study. The finding revealed that the level of life skills and social maturity of higher secondary school students are found to be a moderate level. The research found that rural students are better than urban students in their life skills and social maturity. It also found that government school students are better than the aided school students in their life skills and social maturity. There was a significant relationship between life skills and social maturity of higher secondary students. Implications of the study are discussed based on the findings.

Keywords: *Life skills, Social maturity, Higher secondary students*

Introduction

Maturity is not only the word. It is the full development of the body and mind. It is life long process that ultimately creates an impact on the entire life of the person. Social Maturity may be a term commonly utilized in two ways, concerning the behavior that's appropriate to the age and secondly, the behavior that conforms to the standard and expectations of the adults. Thus Social Maturity permits a more detailed perception of the social environment, which helps adolescents to influence the social circumstances and develop stable patterns of social behavior (Johnsi & Arul, 2017). Social performance, pre-social behavior, social inhibition, and withdrawal are several traits related to psychosocial maturity. They are the components of social maturity. Thus, social maturity has various aspects of social abilities as self-sufficiency, occupational activities, communication self-direction, and social participation. Life skills are “the abilities for adaptive and positive behavior that enable individuals to deal effectively with the stress and challenges of everyday life” (WHO). ‘Adaptive’ means an individual is flexible in approach and is in a position to regulate in several circumstances. ‘Positive behavior’ implies that an individual is forward-looking, and even in difficult situations, can find a ray of hope and opportunities to seek out solutions. Life skills instruction is a psychological and developmental task based on positive human values and life adjustment related to the study of human relationships, work, and leisure in multiple dimensions. The method utilized in teaching Life Skills builds upon the social learning theory

and what we all know of how children learn from their environment, from observing how others behave and what consequences arise from behavior.

Need and Significance of the Study

Nowadays, adolescents live in a more complex situation, which has resulted in increased stress and frustration. Due to their physical and intellectual capability, they are being considered the most productive members of society. But in reality, most adolescents are unable to utilize their talents, potential, and capacity appropriately, a lack of guidance and also by motivation. If adolescents handle stressful situations successfully by using appropriate skills, they face similar situations without stress. Life Skills refer to a broad group of psychosocial, interpersonal skills that can help individuals make decisions in life. Beyond reading, writing, and arithmetic, a child needs to develop a broad set of competencies cognitive, social, and practical skills to cope with the challenges of the competitive world confidently. Life Skills are non-academic abilities, knowledge, attitudes, and behaviors that are indispensable to end up a fruitful individual in society. It helps an individual to face difficult situations in life courageously and deal with adversities more effectively and live life successfully to attain personal satisfaction. The development of life skills in a person makes him a dynamic individual. But, life skills are conferring in a steady and intuitively learning environment. They are pertinent for all ages of children and youths in school. Different teaching methods such as discussions, demonstration, role-plays, small group interaction and guided practice, story-telling, debates are using to enhance the life skills of the students. Educating life skills in schools plays a vital part with in the improvement of personality and maturity. In daily life, the development of life skills helps students recognize the affect of their actions and instructs them to require obligation for what they do instead of fault others. Therefore, the investigator wants to study on life skills and social maturity of higher secondary students.

Objectives of the Study

The researcher has framed the following objectives for the present study.

1. To find out the level of life skills and social maturity of higher secondary students.
2. To find whether there is any significant difference between rural and urban area students in their life skills and social maturity.
3. To find whether there is any significant difference between government and aided school students in their life skills and social maturity.
4. To find whether there is no significant relationship between life skills and social maturity of higher secondary students.

Null Hypotheses

1. There is no significant difference between rural and urban area students in their life skills and social maturity.
2. There is no significant difference between government and aided school students in their life skills and social maturity.

3. There is no significant relationship between life skills and social maturity of higher secondary students.

Methodology

The researcher used the survey method for the present study. For data collection, the investigator used “The Social maturity scale,” which was developed, and standardized by Arul Joseph and Anandaraj in the year 2016 and “The Life skills scale,” which comprised 60 statements, which was developed and validated by Regina (investigator) and Anandaraj (Research supervisor) in 2019. The investigator has selected the sample by simple random sampling technique for the present study. It comprises 279 higher secondary students studying in kadayannallur taluk. The data were analyzed using Mean, Standard Deviation, 't' test, and correlation.

Analysis of the Data

The data were subjected to statistical treatment leading to the findings, which may satisfy the requirements of the objectives of the study.

Table 1 Level of Life Skills and Social Maturity of Higher Secondary School Students with Respect to Gender

Variable	Life skills						Social maturity					
	Low		Average		High		Low		Average		High	
	N	%	N	%	N	%	N	%	N	%	N	%
Urban	32	19.4	107	64.8	26	15.8	35	21.2	113	68.5	17	10.3
Rural	11	9.6	82	71.9	21	18.4	18	15.8	73	64.0	23	20.2
Government	6	10.0	40	66.7	14	23.3	2	3.3	43	71.7	15	25.0
Aided	37	16.9	149	68.0	33	15.1	51	23.3	143	65.3	25	11.4

It is inferred from the above table that, 19.4% of urban area higher secondary students have low, 64.8% of them have moderate, and 15.8% of them high-level of life skills. 9.6% of the rural area higher secondary students have low, 71.9% of them have moderate 18.4% of them have high-level life skills. 21.2% of urban area higher secondary students have low, 68.5% of them have moderate, and 10.3% of them high-level of social maturity. 15.8% of the rural area higher secondary students have low, 64.0% of them have moderate 20.2% of them have high-level social maturity.

It is inferred from the above table that, 10.0% of government school higher secondary students have low, 66.7% of them have moderate, and 23.3% of them have high-level of life skills. 16.9% of aided school higher secondary students have low, 68.0% of them have moderate, and 15.1% of them have high-level life skills. 3.3% of government school higher secondary students have low, 71.7% of them have moderate, and 25.0% of them have high-level of social maturity. 23.3% of aided school higher secondary students have low, 65.3% of them have moderate, and 11.4% of them have high-level social maturity.

Ho1: There is no significant difference between urban and rural area higher secondary students in their life skills and social maturity.

Table 2 Difference between Urban and Rural Area Higher Secondary Students in their Life Skills and Social Maturity

Variable	Group	Number	Mean	SD	't' Value	Remarks
Life skills	Urban	165	225.13	32.218	2.265	S
	Rural	114	234.04	32.414		
Social maturity	Urban	165	103.42	13.744	3.260	S
	Rural	114	109.16	15.400		

(at 5% level of significance, the table value of 't' is 1.96, S- Significant)

It is inferred from the above table that there is a significant difference between rural and urban higher secondary students in their life skills and social maturity. While comparing the mean scores of rural and urban students, rural students are better than urban students in their life skills and social maturity.

Ho2: There is no significant difference between government and aided school students in their life skills and social maturity.

Table 3 Difference between Government and Aided School Students in their Life Skills and Social Maturity

Variable	Group	Number	Mean	SD	't' Value	Remarks
Life skills	Government	60	236.37	32.099	2.052	S
	Aided	219	226.69	32.419		
Social maturity	Government	60	113.50	12.703	4.780	S
	Aided	219	103.65	14.511		

(at 5% level of significance, the table value of 't' is 1.96, S- Significant)

It is inferred from the above table that, there is a significant difference between government and aided school higher secondary students in their life skills. While comparing the mean scores of government and aided school students, government school students (mean=236.37) are better than the aided school students (mean=226.69) in their life skills.

There is a significant difference between government and aided school higher secondary students in their social maturity. While comparing the mean scores of government and aided school students, government school students (mean=113.50) are better than the aided school students (mean=103.65) in their social maturity.

Ho3 : There is no significant relationship between life skills and social maturity of higher secondary students.

Table 4 Relationship between Life Skills and Social Maturity of Higher Secondary Students

Variables		Calculated 'r' value	Table 'r' value	Remarks
Life skills	Social maturity	0.552	0.113	S

It is inferred from the above table that there is a significant relationship between life skills and social maturity of higher secondary students.

Findings of the Study

The findings derived from the study are:

1. The level of life skills and social maturity of higher secondary school students is found to be moderate with respect to the locality of the students and type of school.
2. Rural students are better than urban students in their life skills and social maturity.
3. Government school students are better than the aided school students in their life skills and social maturity.
4. There is a significant relationship between life skills and social maturity of higher secondary students.

Educational Implications

In this research, the investigator found that rural students are better than urban students in their life skills. This may be due to the fact that rural area students can adjust to different circumstances and situations. So they can have the capacity to find out the solution to the problem. It may help them to have better life skills than urban area students. Rural students are better than urban students in their social maturity. This may be due to the fact that rural area students may have the opportunity to live together and concern the welfare of others. It may enrich the maturity of rural area students. This study also reveals that government school students are better than the aided school students in their life skills. This may be because those government school students can deal effectively with the demands, problems, and challenges of everyday life. So the government school students have better life skills than the aided school students. Government school students are better than the aided school students in their social maturity. This may be due to the fact that government school students can try to reach the expectations of the social system, parents, teachers, siblings, and peers who matter to them. It may be the reason for government school students to have better social maturity. The Pearson product-moment correlation test reveals a significant relationship between life skills and social maturity of higher secondary students. This may be due to the fact that, the Development of social maturity is necessary for the functional efficiency of the potential citizens of the country. Therefore, the life skills of the individual can affect his own life in the achievement of desirable social attitudes and behavior. The students should be encouraged to develop their life skills and also the teachers and management should give counseling to their students about the importance of life skills in their future career, this makes strides the development in a positive way.

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INFLUENCE OF SCHOOL ENVIRONMENT ON ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

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Abstract

This investigation was done to see if there is any significant relationship between school environment and academic achievement of high school students. The sample comprises of 300 students acquired from seven higher secondary schools in Srivilliputhur Taluk through simple random sampling technique. The collected data is analyzed statistically in SPSS. The discoveries of the reveal that there is no significant relationship between school environment and academic achievement of high school students.

Introduction

School environment is an incredible power and assumes a crucial part in the all round improvement of the students. Schools are viewed as ideal homes for the government assistance of the students. Not every students get equivalent animating and amicable environment at home for their development. Hence ideal environment ought to be made in school. Students grow better on the off chance that they get more friendly environment or atmosphere. The quality of school is reflected by the environment of the school. Each one of those conditions resources and interrelated and integrated activities straightforwardly or by implication influence functioning of the school. Its environment chooses the conduct and method of connection of students with others. Schools can shape the conduct of the students as per the requirements of the society and time. Subsequently, ideal and steady school environment is most significant then the choice of educational program and instructing techniques to guarantee the successful result of the students. All people consistently lowered in their social environment that not just change their fundamental or oblige them to perceive current realities, however this environment additionally offer them readymade arrangement of hints. It foists bunches of commitment on the people.

Significance of the Study

The school can assume a huge part in advancing academic achievement of the children. A decent school gives a climate where each is regarded as an individual, and amiable for the academic achievement. It gives curriculum program enhanced by different kinds of activities that address the issues and interests of pupil. Such a school is a positive factor in the achievement of students. Explicitly talking, the accompanying component are straightforwardly identified with the academic achievement of the students in a school - over ruling mentality of teachers , partial attitude of instructors, disappointment in schools ,kind of curriculum plan, lack of facilities in school., assessment methods, work uncertainty ,unpsychological handling by the teachers ,absence of teachers' motivation. Schools assume a huge part on the children' academic achievement. Personality of the educators and their

method of propelling children and conceptualizing them are solid determinants of academic achievement. Therefore, the present investigator interested in knowing the school environment and academic achievement of high school students.

Objectives

- To find out the level of school environment of high school students.
- To find out the level of academic achievement of high school students.
- To find out whether there is any significant relationship between school environment and academic achievement of high school students.

Methodology

A descriptive survey method was adopted by the researcher to conduct this study.

Population for the Study

The population of the present study is the high secondary students of Srivilliputtur Taluk, Virudhunagar district of Tamilnadu.

Sample for the Study

The researcher employed the simple random sampling method for selecting the sample. The sample for the present study comprises 300 students from high school, seven higher secondary schools of Srivilliputtur Taluk, Virudhunagar district of Tamilnadu.

Tool

The school environment scale was prepared and validated by investigator and guide (2019)

Statistical Techniques

Percentage, Mean, standard Deviation, and correlation

Analysis of Data

Objective: 1

To find out the level of School environment of high school students

Table 1 Levels of School Environment Among High School Students of Entire Sample

Variable	Low		Moderate		High	
	N	%	N	%	N	%
School environment	20	6.66%	251	83.66%	29	9.66%

The following inference are drawn from the above table in respect of the entire sample of high school students, 6.66 % of the total sample have low level, 83.66% of them have moderate level and 9.66% of them have high level of School environment of high school students. These findings reveal that the majority of the high school students belong to the moderate level of School environment

Objective: 2

To find out the level of Academic achievement of high school students

Table 2 Levels of Academic Achievement among High School Students of Entire Sample

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Academic achievement	20	6.66%	251	83.66%	29	9.66%

The following inference are drawn from the above table in respect of the entire sample of high school students, only 16.7% of the total sample have low level of Academic achievement, 64% of them have moderate level and 19.3% of them have high level of Academic achievement of high school students. These findings reveal that the majority of the high school students belong to the moderate level of Academic achievement.

Hypothesis No. 1

There is no significant relationship between School environment and Academic achievement of high school students.

Table 3 Co-efficient of Correlation between School Environment and Academic Achievement of High School Students

Variables	N	'r'	Level of Significance
School environment and Academic achievement	300	0.034	Not Significant

It is evident from the above table, the computed correlation coefficient 'r' is 0.034, which is not significant at 0.05 level. It is inferred that there is no significant relationship between School environment and Academic achievement of high school students.

Major Findings

1. 6.66 % of the total sample have low level, 83.66% of them have moderate level and 9.66% of them have high level of School environment of high school students
2. 16.7% of the total sample have low level, 64% of them have moderate level and 19.3% of them have high level of Academic achievement of high school students
3. There is no significant relationship between School environment and Academic achievement of high school students

Interpretation

The 'r' test result shows that there is no significant relationship between School environment and Academic achievement of high school students. No doubt, it is established that school environment is important factor in academic achievement but this study show less correlation. This may be due to the fact that the academic achievement of the student may be much influenced by the internal factor of the individual student more than that of the external

factors such as school environment, parental care, and peaceful atmosphere, etc. The academic achievement of the high school student depends on the nature of the students.

Recommendations of the Study

The present study gives a clear-cut view about the present position of high school students school environment and academic achievement. Based on the important findings stated earlier, the following recommendations are suggested:

- The school environment should be improved.
- The policy makers, educationist and curriculum framers should work toward enhancement of the academic achievement of the students.
- The parents, community, teachers, school administrators, counsellors and policy makers should take effective initiative to improve the education of the students who are the future of our country.
- Teachers should give adequate support to students by providing several activities and opportunity to encourage the students to interact and share their ideas and feelings in the classroom.
- Guidance and counseling centers should be started in schools so that the students can be helped to improve their academic achievement.

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ATTITUDE TOWARDS FAMILY ENVIRONMENT OF COLLEGE STUDENTS

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Abstract

The present study is on "Attitude towards family environment of college students." A family is a socio-natural unit that best influences the turn of events and the spread of individual behaviour. The family environment exerts a profound and uninterrupted influence on an individual's existence. Every part of a family is a creator, and the connection between each part gradually grows. The home is truly a structure in which a change in family registration or relationship will undoubtedly affect aspects of the whole family. The purpose of the present study is to find out the attitude towards the family environment of college students. The research type is a survey method, which consists of purposive sampling of 300 college students in the Virudhunagar district. The interpretation of data is done with statistical methods in percentage analysis, mean, standard deviation and 't'-test. The majority of the college students have a moderate level of Attitude towards the family environment. The interpretation of data is made with statistical methods in percentage analysis, mean, standard deviation, and 't'-test. The majority of the college students have moderate level of Attitude towards the family environment.

Keywords: Attitude towards family environment and College students

Introduction

On the off chance that the country needs to flourish, improvement should start with family. Without concordance at home, there is no harmony in the country. It's undeniably true that 90% of kids are spoiled and spoil it by their actual parents. We need to give them a feeling of inward harmony and satisfaction and accomplishment so, they can take the gander at outside pointers of achievement not just proportion of abundance. On the off chance that house is loaded up with the unmistakable scent of satisfaction and harmony, every one of its inhabitants will be cheerful and sound. The seniors have an extraordinary obligation towards the age that is coming up. In the childhood of our youngster's, we need to give them a comprehension of human qualities, and a feeling of control based on otherworldliness. They ought to furnish the youngsters with specific factors, for example, a consciousness of truth, a feeling of obligation, enthusiastic development, relational abilities, and attention to scholarly turn of events, feeling of judgment and perception, social mindfulness, advancement of character, strict and profound qualities and authority characteristics. Parents assume an incredible part in trim the youngster's person.

Need and Significance of the Study

The family environment comprises a blend of practices, sentiments, and assumptions that are extraordinary to a specific connection between family individuals. The relationship includes the full degree of improvement of family individuals. Among the wide range of connections individuals' structure throughout the life expectancy, the connection between parent and kid is among the most significant. The nature of the connection between family individuals is influenced by the part's age, insight, and self-assurance, the dependability of the guardians' marriage, financial, and the exceptional attributes of the kid contrasted and those of the parent. Today, youngsters need assistance and direction in the advancement of their qualities and worth framework like never before previously. The spirit has not been given portion of the consideration as much as is required for its crucial turn of events. The advancement of the brain alone, without or with next to no Moral and Spiritual turn of events has neutralized human advancement towards Love, Sympathy, and Brotherhood. Where man's feelings and driving forces do not refine, love and compassion do not stir.

Objectives

- To find out the level of attitude towards family environment of college students.
- To find out whether there is any significant difference between male and female college students in their attitude towards family environment.
- To find out whether there is any significant difference between Adequate and inadequate family income of the students with respect to Attitude towards family environment.

Hypotheses

1. There is no significant difference between male and female college students in their attitude towards family environment.
2. There is no significant difference between Adequate and inadequate family income of the students with respect to Attitude towards family environment.

Delimitations of the Study

1. This study is limited to only college students.
2. This study is confined only to the Virudhunagar district in Tamilnadu.

Sample for the Study

According to John W. Best and James V. Kahn (1980), "A sample is a small proportion of a population selected for observation and analysis." The investigator has randomly selected 300 college students in the Virudhunagar district for the present study.

Tools used for Present Study

Attitude towards family environment questionnaire for college students, which was constructed and standardized by Nisha Sangwan and Thomas(2015)

Statistical Techniques used

The statistical measures have used in this study: Percentage analysis Mean, SD and 't' test

Analysis of Data

Objective: 1

To find out the level of Attitude towards family environment of college students

Table 1 Levels of Attitude towards Family environment among College Students

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Attitude towards family environment	26	8.7%	227	75.7%	47	15.7%

The following inference are drawn from the above table in respect of the entire sample of college students, 8.7 % of the total sample have a low level of Attitude towards family environment, 75.7% of them have a moderate level and 15.7% of college students have a high level of Attitude towards family environment. These findings reveal that the majority of the college students belong to a moderate level of Attitude towards family environment.

Hypothesis No. 1

There is no significant difference between male and female college students in their attitude towards family environment.

Table 2 Difference between Male and Female College Students in their Attitude towards Family Environment

Gender	N	Mean	SD	't' value	Remarks at 5% level
Male	174	60.95	5.62	0.529	Not significant
Female	126	61.3	5.76		

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

It is inferred from the above table that there is no significant difference between male and female college students in their attitude towards family environment.

While comparing the mean scores of male (mean = 60.95) and female (mean = 61.3) students, Male college students have less level of attitude towards family environment in English than female students

Hypothesis No. 2

There is no significant difference between Adequate and inadequate family incomes of the students with respect to Attitude towards family environment

Table 3 Difference between Adequate and Inadequate Family Income of the Students in their Attitude towards Family Environment

Family income	N	Mean	SD	't' value	Level of Significance
Adequate	118	60.2	5.17	2.273	Significant
Inadequate	182	61.68	5.931		

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

It is inferred that the Adequate and inadequate family incomes of the students differs significantly in their Attitude towards the family environment.

While comparing the mean scores, the mean score of Adequate family income college students (mean = 60.2) have less mean scores than inadequate family income college students (mean = 61.68) in their Attitude towards the family environment.

Major Findings

- 8.7% of the total sample has a low level of Attitude towards family environment, 75.7% of them have a moderate level and 15.7% of college students have high level of Attitude towards family environment.
- Table 2 reveals that there is no significant difference between male and female College students in their attitude towards family environment. While comparing the mean scores of male (mean = 60.95) and female (mean = 61.3) students, Male college students have less level of attitude towards family environment in English than female students.
- Table 3 reveals the calculated critical ratio value is found to be 2.273, which is significant at 0.05 levels. It is inferred that the Adequate and inadequate family income of the students differ significantly in their Attitude towards family environment.

Interpretation

The finding shows that there is a significant difference between Adequate and inadequate family income of the students concerning Attitude towards the family environment. It was seen that there are high mean scores in the Attitude towards a family environment of students with inadequate family income as compared to students with adequate family income. Cash helps in many circumstances however; a family can help in some more. Great family individuals can give them support with monetary issues amid difficulties. All the more critically, however, a family can offer good help for them. That ethical help a family can supply makes their life all-around better. These realities may establish an ideal attitude towards the family environment.

Recommendations of the Study

The present study gives a clear-cut view about the present position of college students' attitude towards family environment. Based on the important findings stated earlier, the following recommendations are recommended:

- Parents should attempt to give thoughtful and all the more amicable family environment to their youths
- Adequate steps taken by guardians and every one of the individuals from family to make conductive authoritative family environment that will be help in progress of Students' character.
- Institutions should get that, however students being grown-ups and would be acting self-sufficiently, their perspectives towards family environment and attributes are as yet a result of the advantages or burdens given by their nature of family life and associations with their folks.

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A STUDY ON SCIENTIFIC APTITUDE AND LEARNING ENVIRONMENT AMONG HIGHER SECONDARY STUDENTS IN PONDICHERRY

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Abstract

The present study is an attempt to find out the Scientific Aptitude and Learning Environment among higher secondary students in Pondicherry. Simple random sampling technique has been used in the selection of the sample. As many as 600 higher secondary students were selected for this purpose, Scientific Aptitude test battery and Learning Environment scale were distributed to them and their responses were collected and computed according to the objectives framed. Results found that majority of the higher secondary students showed positive and significant relationship of Scientific Aptitude and Learning Environment and the same trend has been seen in respect of the sub-samples too.

Keywords: *Scientific aptitude, Learning environment, Higher secondary students.*

Introduction

Scientific Aptitude is a potentiality of future accomplishment in Science without regard to past training and experience. Dwivedi, R. D. (2005) defines Learning Environment, “students from schools of enriched environment has better academic environment”. Learning Environment is influenced by a number of factors. It is obvious that the Higher Secondary students’ Learning Environment is a major determinant of Scientific Aptitude that is related to their future career.

Objectives of the Study

- To find out the significant relationship between Scientific Aptitude and Learning Environment among Higher Secondary Students.
- To find out the significant difference between Scientific Aptitude and Learning Environment among Higher Secondary Students with respect to their sub-samples.

Hypotheses of the Study

1. There is no significant difference between Scientific Aptitude and Learning Environment among Higher Secondary Students.
2. There is no significant difference between the Scientific Aptitude and Learning Environment among Higher Secondary Students with respect to their sub-samples.

Methodology

In the present study Normative Survey Method has been used, since it deals with present condition.

Sampling Technique used in this Study

Simple Random Sampling Technique has been used in this study. Among the various regions in the Union Territory of Pondicherry, only Pondicherry region has been fixed as the field for this study.

Tool

1. Scientific Aptitude test battery by K. K. Agarwal Bareilly and Saroj Aurora.
2. Learning Environment Scale by S. Rajasekar.

Statistical Techniques used in this Study

In the present study Correlation Analysis has been used.

Data Analysis and Findings

Table 1 Correlation Co-efficient between the Scores of Scientific Aptitude and Learning Environment of Higher Secondary Students

Variables	N	Correlation Co-efficient ('r')	Level of Significance
Scientific Aptitude	600	0.071*	Significant
Learning Environment	600		

The correlation coefficient is 0.071 found between Scientific Aptitude and Learning Environment among Higher Secondary students, which is significant at 0.05 level for 599 df. It is concluded that there is a positive and significant relationship between Scientific Aptitude and Learning Environment among Higher Secondary students.

Table 2 Coefficient of Correlation between Scientific Aptitude and Learning Environment of Students with Regard to Sub - Samples

S. No.	Sub Sample	Number	r	Table value	level of significance
1	Gender				
	Male	291	0.103	10.29	Significant at 0.01 level
	Female	309	0.031	1.98	Significant at 0.01 level
2	Type of Management				
	Government	301	0.122	8.29	Significant at 0.01 level
	Private	299	0.083	0.26	Not Significant at 0.05 level
3	Nature of school				
	Boys School	90	0.079	12.69	Significant at 0.01 level
	Girls School	90	0.127	8.19	Significant at 0.01 level
	Co-Education School	420	0.182	1.99	Significant at 0.05 level
4	Location of School				
	Urban	302	0.044	9.89	Significant at 0.01 level

	Rural	298	0.099	7.59	Significant at 0.01 level
5	Type of Family				
	Nuclear	335	0.069	4.99	Significant at 0.01 level
	Joint	265	0.050	2.09	Significant at 0.01 level
6	Father's Education				
	Illiterate	215	0.044	12.39	Significant at 0.01 level
	Matriculate	216	0.124	2.99	Significant at 0.01 level
	Degree	118	0.030	2.19	Significant at 0.01 level
	Professional Degree	51	0.022	0.69	Not Significant at 0.05 level
7	Mother's Education				
	Illiterate	285	0.033	8.89	Significant at 0.01 level
	Matriculate	212	0.089	14.59	Significant at 0.01 level
	Degree	82	0.146	0.04	Not Significant at 0.05 level
	Professional Degree	21	0.221	0.81	Not Significant at 0.05 level
8	Community				
	FC	59	0.091	9.29	Significant at 0.01 level
	BC	205	0.093	5.69	Significant at 0.01 level
	MBC	210	0.057	0.02	Not Significant at 0.05 level
	SC	108	0.076	1.03	Not Significant at 0.05 level
	ST	18	0.096	3.29	Significant at 0.01 level
9	Religion				
	Hindu	519	0.054	8.69	Significant at 0.01 level
	Muslim	44	0.087	7.49	Significant at 0.01 level
	Christian	37	0.075	0.23	Not Significant at 0.05 level

By using the Spearman Brown Prophecy formula, the Zero order Correlation has been computed and the values are given in Table No. 2. It may be inferred from the above table No.2 that there is a positive significant relationship between Scientific Aptitude and Learning Environment among Higher Secondary students. It is also observed from the obtained results that the following sub samples: Gender (Male/Female), Type of management (Government), Nature of school (Boys/Girls/ Co-Education School), Location of the school (Urban/Rural), Type of Family (Nuclear/ Joint), Father Education (Illiterate/ Matriculate/ Degree), Mother Education (Illiterate/ Matriculate), Community (FC/BC/ST), Religion (Hindu/Muslim) are significantly correlated. But the sub samples: Type of management (Private), Fathers Educational Qualification (Professional Degree), Mothers Educational Qualification (Degree/ Professional Degree), Community (/MBC/SC), Religion (Christian) are not significantly correlated.

Therefore it may be concluded that there is a significant relationship between Scientific Aptitude and Learning Environment among sub samples, Gender (Male/Female), Type of management (Government), Nature of school (Boys/Girls/ Co-Education School), Location of the college (Urban/Rural), Type of Family (Nuclear/ Joint), Father s Educational

Qualification (Illiterate/ Matriculate/ Degree), Mothers Educational Qualification (Illiterate/ Matriculate), Community (FC/BC/ST), Religion (Hindu/Muslim) are significantly correlated. But the sub samples Type of management (Private), Fathers Educational Qualification (Professional Degree), Mothers Educational Qualification (Degree/ Professional Degree), Community (/MBC/SC), Religion (Christian) are not significantly correlated.

Conclusion

From the above analysis, it is concluded that there is a positive and significant relationship between Scientific Aptitude and Learning Environment among Higher Secondary students and the same trend has been seen in respect of the sub-samples too.

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A STUDY ON AWARENESS OF SOCIAL NETWORKS AMONG TEACHER EDUCATORS WITH REFERENCE TO TEACHING SUBJECT

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Abstract

The main objective of the study was to find out the level of awareness of social networks among teacher educators with respect teaching of subject, The Survey Method is use for collect the data from the respondents through a planned questionnaire designed based on the objective of the study. The population of the study comprises of teacher educators working in colleges of Education of Virudhunagr District. A sample size of 200 teacher educators from randomly selected 16 colleges of education from Virudhunagr District selects for with simple random sampling method. A social network Scale (2019) was developed and standardized by the investigators to get the level of the social network of the sample. In this study, used to different statistical measures such as Mean, Standard Deviation and, f-test. The investigator observed that the level of awareness of social networks among teacher educators is average and there is a significant difference among language, arts and mathematics & science of teacher educators in their awareness of social networks.

Introduction

Social networking is an online service, stage or spots that hearts on structure and shiny social networks or social relations among citizens who share interests and behaviors. Social networking position functions as an online society of internet users. People utilize social networking sites for communication personally as well as efficiently to contact others. Now a day's social networking has happen to one of the most significant communiqué tackles among people nowadays. However, social networks live on the Internet websites wherever millions of citizens share attention son certain disciplines, and make available to members of these networks various shared files, photos, videos, create blogs, send messages and conduct real-time conversations.

The function of social networking sites in instruction, and the expansion of communication between educators and scholars, on the one hand, teachers and teachers, and learners and learners on the other hand. The awareness of teacher educators towards social networking has also been studied together with its usefulness in developing students' scientific and academic aspects, and the challenges facing the use of these sites.

Similarly, the findings of this investigation determination help those working in the instruction and education sectors to recognize the achievable benefits set of utilizing social networking media tools to improve teaching and learning processes.

Significance of the Study

In the new millennium, the means of communication have dramatically increased because of revolutionary changes and developments in the field of communication science and technology. The social media has brought forth the infinite access to free speech in the

modern social environment. The social media have brought people closure to the mainstream of life. The social media has practically become media of the people, by the people and for the people and touched the lives of people remarkably. The social media have expanded circle of social connections of people and brought about several changes and modifications in the educational, social, economic, political, and cultural orders.

Social networking is brilliant online instrument used all more than the globe by millions of citizens for communication. Twitter, Facebook, and LinkedIn are the main social networks. Twitter contracts through more than 400 million tweets a day, LinkedIn users come to a total of 238 millionm, and Facebook has 1.15 billion users. Social media websites, such as Facebook, Twitter, and LinkedIn are currently used many people to attach with their friends and associations around the world. These sites establish, maintain and cultivate a range of social relationships, from close friendships to casual acquaintances.

In addition, the present investigation provided an atmosphere where the teacher educators could engage and interact together, that connectivity to determine whether the particular social networking platform is fostering and enhancing a positive environment for instructional purposes or it is only a social platform and nothing to do with education. Similarly, it provided insight into how using for educational purposes may provide a policy perspective for potential practices about how these sites should be used or ignored totally in teacher education. In this context, the researcher farmed the entitled study on awareness of social networks among teacher educators.

Objectives of the Study

- To discover the level of awareness of social networks among teacher educators.
- To find out the level of awareness of social networks among teacher educators with respect to teaching subject.
- There is no significant difference in social networks of teacher educators with reference to teaching subject

Methodology

Survey Method employs to collect the data from the respondents through a planned questionnaire designed based on of the objectives of the study. The population for the present study comprises all the teacher educators working in the colleges of education in Virudhunagar District. In the present study, the investigator used a sample random sampling technique for selecting the sample. The investigator selected randomly, seven colleges of education from Virudhunagar distract. From these colleges of education, 200 teacher educators were selected. Awareness of Social networks scale (2019) was prepared and validated the investigators was used for getting the level of awareness of social networks.

Analysis of the Study

Objective : 1

The level of awareness of social networks among teacher educators is average.

Table 1 Level of Awareness of Social Networks among Teacher Educators

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Awareness of social networks	27	13.5	142	71.0	31	15.5

13.5% of teacher educators have low, 71.0% of them have moderate, and 15.5% of them have high level of awareness of social networks.

Objectives: 2

The level of awareness of social networks among teacher educators with respect to teaching subject is average.

Table 2 Level of Awareness of Social Networks among Teacher Educators with Respect to Teaching Subject

Variable	Teaching subject	Low		Moderate		High	
		N	%	N	%	N	%
Awareness of social networks	Language	10	13.7	53	72.6	10	13.7
	Arts	14	14.9	67	71.3	13	13.8
	Mathematics & Science	3	9.1	22	66.7	8	24.2

Among the language teacher educators, 13.7% of them have low, 72.6% of them have moderate, and 13.7% of them have high level of awareness of social networks.

Among the arts teacher educators, 14.9% of them have low, 71.3% of them have moderate, and 13.8% of them have high level of awareness of social networks.

Among the Mathematics & Science teacher educators, 9.1% of them have low, 66.7% of them have moderate, and 24.2% of them have high level of awareness of social networks.

Null hypothesis: 1

There is no significant difference among language, arts and mathematics & science of teacher educators in their awareness of social networks.

Table 3 Difference among Language, Arts and Science Teacher Educators in their Awareness of Social Networks

Variable	Source of variation	df = 2, 197		Calculated 'F' value	Remarks at 5% level
		Sum of squares	Mean square		
Awareness of social networks	Between	5916.106	2958.053	13.530	S
	Within	43068.811	218.623		
	Total	48984.917			

(At 5% level of significance, for (2,197) df the table value of 'F' is 3.00)

The calculated 'f' value (13.530) is greater than the table value (3.00) for df (2, 297) and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference among language, arts and mathematics & science of teacher educators in their awareness of social networks.

Findings of the Study

- 13.5% of teacher educators have low, 71.0% of them have moderate and 15.5% of them have high level of awareness of social networks.
- Among the language teacher educators, 13.7% of them have low, 72.6% of them have moderate, and 13.7% of them have high level of awareness of social networks.
- Among the arts teacher educators, 14.9% of them have low, 71.3% of them have moderate, and 13.8% of them have high level of awareness of social networks.
- Among the Mathematics & Science teacher educators, 9.1% of them have low, 66.7% of them have moderate and 24.2% of them have high level of awareness of social networks.

Interpretation

The 'F' test reveals that there is a significant difference among language, arts, and mathematics & science of teacher educators in their awareness of social networks. The Mathematics & science discipline teacher educators are greater than the other discipline teacher educators in their awareness of social networks. This may be due to the reason that the students who are all belong to the empirical studies are more logical and calculative, their rational thinking merges with the societal needs and deeds.

Recommendations of the Study

1. The teacher educators should be disciplined enough, to minimize the time spent on social networking sites.
2. The educators should also advise and monitor their arts discipline teacher educators to limit the time they spend on social networking. They should use those hours to read other academic books that will help to improve their knowledge. Most educators make use of mobile phones with internet facilities to access social networking sites. Therefore such teacher educators should be encouraged to use the same facility to support their research and learning instead of using the internet source to chat with friends for a long time.
3. Giving personal information of females on social networking sites should be restricted / avoided. The teacher educators must be trained to utilize the social networking sites more for the educational purposes.
4. The colleges of education should conduct seminars, conferences, and workshops for enhancing the social networks awareness among teacher educators.
5. The teacher educators should make efforts to spend more time studying their books than on social networking sites.
6. The teacher education institutions should create their account on social networking sites and disseminate academic information needed for student teachers as well as teacher educators.

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ATTITUDE TOWARDS VALUE EDUCATION AMONG B.ED STUDENTS

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Abstract

The investigator aver there is a need for such a test because of the growing importance of value education teaching in the world and scientific attitude that is expected not only in teaching but also in testing. Survey methods were adopted in this study. The finding of the study revealed that there was significant difference in the attitude towards value education among B.Ed. students with respect to educational qualification, Parental qualification, family and locality.

Keywords: Attitude, Value education, B.Ed. students.

Introduction

Education system today concentrates on providing to its students the skills to do things. In other words, it concentrates on providing “How to do” rather than “What to do” or “Why to do?” The present education system does not prepare students well for dealing with life. Primarily, it prepares them for profession or jobs.. Value-education tries to achieve two goals. First to develop a critical ability to distinguish between essence and form or between what is of value and what is superficial, in life. Second, to develop commitment and courage to act on one's beliefs in real life situations. The teaching community today faces an endless and challenging task of imparting value education and value based education. The impact of inculcating values among students by the teachers is in fact colossal and quite lasting against many destructive non-values such as egotism, arrogance, domination, corruption and money-power in the society based on justice, equality and common fellow-ship. As teachers have always claimed a special capacity to influence conduct and to shape moral character, the society expects them to develop not only knowledge but also ethical values among students thus creating an environment that would foster fraternity amongst mankind.

Significance of the Study

The main purpose of the study is to find out the attitude towards value education for B.Ed students, because the future world citizens are in the hands of teachers only. Students study value education for exam point of view only. In this situation we practice the values in our daily life. This observation and thought have led the researcher towards testing the attitude of value education. It will help the teacher to facilitate the environment for promoting values.

Objectives of the Study

The study has been designed with the following objectives:

- To analyze the attitude towards value education among B.Ed. students.
- To compare the attitude towards value education of different sub samples of B.Ed. students.

Hypotheses of the Study

Based on the objective of the study, the following hypotheses have been formulated and verified.

- B.Ed. students have a positive attitude towards value Education.
- The attitude towards value education among B.Ed. students differs significantly with respect to educational qualification, Parental qualification, family and locality.

Methodology

The investigator used the survey method for collecting data. The sample for the present study consists of 30 B.Ed. students in Madurai District.

Tool used for the Study

The self-made Test was developed and validated by the investigator.

Statistics used

The statistical techniques are Mean, Standard Deviation and t-test used for data analysis.

Data Analysis

Table Attitude Towards Value Education among B.Ed Student

Variable	Sub Variable	Number	Mean	Standard Deviation	't' test	Significance
Educational Qualification	UG	26	191	7.34	4.0168	Significant
	PG	4	30	7.5		
Parental Qualification	Up to school	21	153	7.28	2.9761	Significant
	College	9	68	7.55		
Family	Nuclear	24	175	7.29	3.4632	Significant
	Joint	6	46	7.66		
Locality	Urban	16	102	6.375	2.5902	Significant
	Rural	14	107	7.64		

Findings of the Study

The analysis shows that there is a significant difference in the attitude towards value education among B.Ed. students with respect to educational qualification, Parental qualification, family and locality.

Educational Implications of the Study

The 't' value shows that, the post graduate students have more positive attitude towards value education than the under graduate students. Then the joint family gives more importance to values than the nuclear family. Because in joint family, the elders guide the younger generation. The educated parents give emphasis to values than the uneducated parents. Also the location play a very important role in inculcating values because people

from rural give more importance in value, they mingled with each other. But in case of urban there was no collaboration.

Conclusion

Value is something which is important, significant, useful and emotionally satisfying. Although the listing and compartmentalizing of values could seldom be exhaustive and watertight. Values are of different kinds - ethical, moral, religious, human, fundamental values etc., In short values could be classified into two major categories - interpersonal and intrapersonal values. While intra-personal values are very much concerned with individual and self, interpersonal values are mainly societal. Human life is mostly influenced by heredity and environment and values are mainly acquired by environment. In this contest, education plays a vital role in the formation of values. If all these factors are viewed analytically it will be obvious that school/ College alone cannot be assigned the sole responsibility for humanistic, moral and cultural values. It needs support of the entire society. One could be sure that once this is forth coming, education is capable of playing the leading role in determining the relevant strategies. Education can no longer be viewed just as a narrow academic and intellectual pursuit. Let it be Education to Become. Only then it can humanize. Only then it can liberate.

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