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# Assessment Standards in Business Studies Programs: A Case Study from Middle East

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*The paper analyzes the assessment systems practiced in the business studies program in Yanbu Industrial College in Saudi Arabia, based on the fundamental principles of assessment. It is based on a primary survey conducted among all the teaching staff of IMT Department during using a structured questionnaire. The study reveals the need for improvement specifically the revitalization of reliability and inclusiveness in assessment along with academic integrity and authenticity. The study also highlights the significance of constructive alignment between learning outcomes, learning activities and assessment.*

**Keywords:** Assessment, Constructive, Technology, Assessment and Teaching.

## Introduction

Assessment is one of the most important elements of teaching-learning process; the educational, emotional, and formative ramifications of judging students' work can weigh heavily on the mind of a teacher. There are differences of opinion among the educationists, researchers and policy makers on the meaning of assessment and its purposes. Even students often perceived it as a means of competing with classmates for the higher grade instead of treating assessment as a stepping stone on the journey to higher level of knowledge and understanding (Guskey, T. R. 2005). Assessment refers to all those activities undertaken by teachers and by their students in assessing themselves that provide information to be used as feedback to modify teaching

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### *Assessment Standards in Business Studies Programs*

and learning activities. There are different modes of assessment having different purposes, which ranged from diagnosing learning, to identify remediation, or to determine achievement of targeted goals incourses. However, no single assessment serves all of these purposes; summative assessments are designed to provide information on the performance of students, whereas formative assessments give feedback on the instructions required for students to master the learning objectives. Different forms of assessment have got different objectives and accordingly it operates at different levels as well.

Summative assessment is the attempt to summarize student learning at some point in time, say at the end of a course. Most standardized tests are summative, but formative assessment occurs when teachers feed information back to students in ways that enable the student to learn better, or when students can engage in a similar, self- reflective process. Sound assessment requires clarity in purpose, targets, methods, sample of the targets, and also elimination of bias and distortion in measurement (Stiggins, 2004).

The transformation from teachers as passive deliverers of curriculum to makers and users of assessment data reflects the shift from teacher as assembly line worker to lifetime learner. Teachers find themselves transforming their teaching as ongoing assessment reveals how students approach tasks, what helps them learn most effectively, and what strategies support their learning. The more teachers understand about what students know and how they think, the more capacity they leave to reform their pedagogy, and the more opportunities they create for student success. Authentic assessments require students to be effective performers with acquired knowledge.

Yanbu Industrial College (YIC), an affiliate of the Royal Commission for Jubail and Yanbu was established in 1989 to provide Saudi nationals with the technical, scientific and academic skills required by the industrial and other economic sectors it serves. The Industrial Management Technology (IMT) Department, which was established in 1996 is offering business studies education in YIC, at Associate Degree level along with Baccalaureate programs in management (Since 2005) and accredited by the ACBSP.

The paper is intended to analyze the assessment practices in the IMT Department, based on the fundamental principles of assessment as highlighted by Race (2010). The specific objectives of the chapter are the following.

- To analyze the standard of assessment practices in IMT Department.

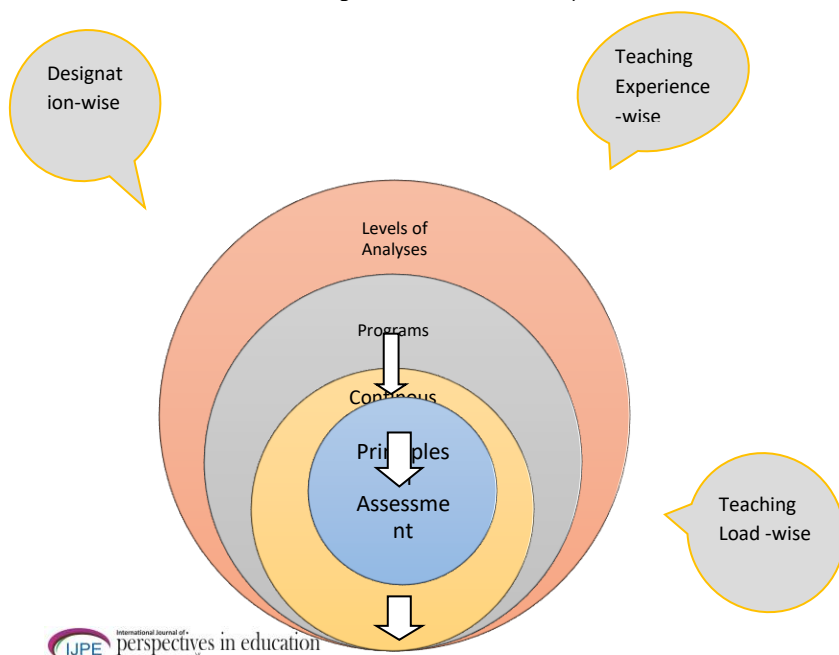


- To evaluate the designation-wise variation in the assessment standards, if any.
- To assess the implications of teaching experience on the assessment standards.
- To examine the effect of teaching load on the assessment practices.

The study is based on a primary survey conducted among all the teaching staff of IMT Department using a structured questionnaire. The questionnaire was designed to embrace the ramification of fundamental principles of assessment practiced in different modes of assessment exists in YIC.

The structured questionnaire used in the study is based on Figure: 1. Application of nine fundamental principles of assessment (Race, 2010) are reviewed in the survey across all summative/formative assessment methods. Five-point Likert scale was used to report the opinion of teaching staff on the set assessment standards (principles). The implication of variance among different designations, teaching experience and teachers' work load on assessment are analyzed in the study. Correlation analysis is also used to assess the interrelations among the designed standards of assessment.

Figure: 1 Method of Study



### *Assessment Standards in Business Studies Programs*

The paper composed of six sections including the introduction, which discusses the objective and methodology of the study. Important studies in the area of assessment are reviewed in section two and the existing assessment practices in YIC are discussed in section three. Evaluation model used in the study to appraise the assessment systems followed by analyses results are presented in the next two sections. The final section concludes the important findings and offer suggestions for improvement in the existing practices of assessment.

### **Importance of Assessment in Higher Education**

In the field of assessment at the higher education, there are a number of studies that confirm the central role played by assessment in academics. Different forms of assessment would affect the students in their studies and career in different ways. Black and William (1998) illustrate that classroom formative assessment is a powerful means to improve student learning; however, summative assessments such as standardized exams can have multiple effects. It means strengthening formative assessment can raise overall student achievement, especially of slow learners or low-achieving students.

Stiggins (2004) advocate the need for using assessment of learning along with assessment for learning. That is, teachers should use assessment not only to actively and continuously measure a learner's progress but also to acquire useful data to inform their own instructional practice. He even envisions environments in which students use assessments to understand what success looks like and how to do better next time.

Lewis' (2011) study suggests that awareness training can result in significant attitude changes while, impairment simulations have a moderate effect on student attitudes. Ramsden (2003) begins his discussion of the effects of assessment on learning with 'hidden curriculum' to support the primacy of assessment in students' perceptions. Bloxham and Boyd (2007) support their contention that the assessment strategy of a particular course has a major impact on student activity.

The study of Joughin (2006) using a Chinese version of the Assessment Experience Questionnaire found that assessment allowed students to be selective in what they studied or required them to cover the entire syllabus. The study of Nightingale (1996) supports the impact of assessment on students' approaches to learning. Many studies also support the same contention that the quickest way to change student learning is to change the assessment system

(For instance, Elton and Laurillard's, 1979; Tang, 1994). There are even proven records that inappropriate assessment procedures encourage surface approaches, yet varying the assessment questions may not be enough to fully evoke deep approaches to learning (Struyven, Dochy, and Janssens 2005).

Popham (2006) points out the need for careful analysis of the sub-skills and knowledge within those standards that students are supposed to master. Thomas Guskey (2005) points out that diagnostic and prescriptive feedback helps in reinforcing what students are expected to learn, identifies what was learned, and describes what needs to be learned. Class room assessment techniques will help to develop self-assessment and learning management skills, promote critical thinking, and reduce isolation feeling among students (Thomas, A, et.al.1993).

On discussing the relationship between curriculum and assessment it is commonly argued that assessment should be aligned to curriculum or, alternatively, they should be matching each other. The nature and quality of the learning outcomes are central to learning and for the assessment of these outcomes it is required to articulate in some way the constructs on which such judgments are based (Race, 2010). For the assessment of outcomes, the inferences drawn from the evidence of learning should be demonstrably aligned to the learning outcomes.

Progression is of key concern in the design and implementation of learning programmes, and in particular for the implementation of assessment for learning. However, its relevance to summative assessment depends on the structure of the assessment system<sup>1</sup>. Wilson and Black (2007) draw attention to the phenomenon that a more tightly prescribed curriculum might be more helpful to learners; if the sequence of progression is well founded in relation to models of learning in each subject discipline, and then there could be better synergy between assessment and effective pedagogy.

These studies point to the relevance of assessment procedures on the alignment between intended outcomes of learning and those outcomes which actually emerge. Lack of alignment between assessment instruments and intended learning outcomes represent a threat to the reliability of inferences from assessment results. Frederiksen and Collins (1989) pointed out that a coherent assessment is one that induces in the education system curricular and instructional changes which foster the development of the cognitive skills that the assessment is designed to measure. Sometimes, an assessment is designed to assess certain intended learning outcomes, but fails to assess them in practice. A different type of impact attributable to the design of an assessment

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instrument occurs when success of the assessment can be optimized by the acquisition of undesirable, construct-irrelevant learning outcomes. The most obvious of undesirable learning outcomes is cheating behavior.

Herman and Haertel (2005) through their study highlighted that the main policy driver of assessment at the higher education level is system accountability. Accountability takes very different forms, has different purposes and stakeholders, and has different effects on the interpretation of learning outcomes. Assessment Practices in YIC

The assessment practices exist in the higher education sector in Saudi Arabia is a continuous one and follows the credit and semester system. In YIC the prevailing assessment systems comprises both formative and summative assessments, which are continuous as well. The business studies in the IMT department also follow the continuous assessment patterns for its Associate degree and Baccalaureate programs. All these programs are accredited by the ACBSP.

All courses offered from the department are instructed to have the following modes of assessment on a continuous basis (See Figure: 2).

#### Quizzes

Minimum five quizzes are to be conducted having equal marks with total weightage of 15% of the aggregate marks; of which two quizzes are to be conducted before the mid semester.

#### Assignments

Two assignments are to be given of equal marks with total weights of 10%; one assignment before the mid semester.

#### Presentations

It is required only for research-based courses in place of quizzes and assignments (not always applicable to theoretical courses).

## Lab Examination

The technical courses, for which computer-based labs are used and its weights are in correspondence to the mid and final exams.

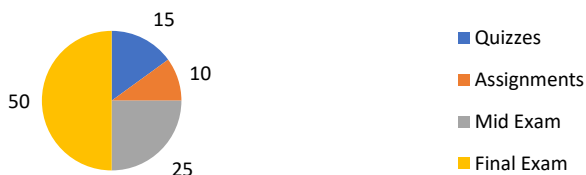
## Mid Semester Exams

There will be a mid-semester exam covering half of the course in the middle of the semester, as announced by the department and its weight should not exceed 25% of the total marks.

## Final Examination

The final examination will cover entire syllabus having a weightage of 50%. Among these six assessment methods, except the final examination, all others are summative as well as formative and will give sound feedback to students to improve their learning. The Head of the Department through the department examination committee with the support of Course Coordinators and Program coordinators will monitor the progress of assessment throughout the semester. The Education Development Centre (EDC) of YIC is offering different training programs for maintaining the standard of teaching learning process in YIC for the last two years in liaison with the Christchurch Polytechnic Institute of Technology (CPIT), New Zealand. In a series of training programs, such as Teaching - Learning Methods, Assessment Drives Learning, and Design for Effective Learning, EDC has trained the staff in redesigning the assessment practices to the advanced levels.

**Figure: 2 Assessment Methods in IMT Department  
(Theory Courses)**



Source: IMT Department

## *Assessment Standards in Business Studies Programs*

### Evaluation Model of Assessment

The evaluation model designed to analyze the assessment pattern in higher education should set standards towards which to assess the prevailing systems of assessment. The model used in this study is as shown in Figure: 3. The standards of assessment are set through the fundamental principles of assessment as advocated by Race (2010), and are briefed below. These nine core principles of assessment would cover almost all the basic requirements of a sound assessment system.

#### Validity

Assessment should demonstrably measure that which it sets out to measure.

#### Reliability

Assessment should be independent of which assessor is involved (inter-assessor reliability) and independent of where and when a particular assessor marks students' work (intra-assessor reliability).

#### Transparency

This is about the targets being clearly defined, so that students are aware of the standards expected of them to gain particular grades, and the evidences required to demonstrate their achievement of the intended learning outcomes.

#### Authenticity

The assessment should relate to the real-world requirements of the profession, students will enter beyond the course being assessed.

#### Academic integrity

It needs to be striving to measure the students' achievement, in ways where it is certain that the achievement belongs to the student, by avoiding plagiarism.

### Manageability for Students

The assessment should be efficient and manageable for students (valuable use of their time).

### Manageable for Teachers

Efficient systems of assessment should be manageable for teachers by effectively using their time and resources.

### Constructive Alignment

All assessments are to be properly linked to the learning outcomes and learning activities.

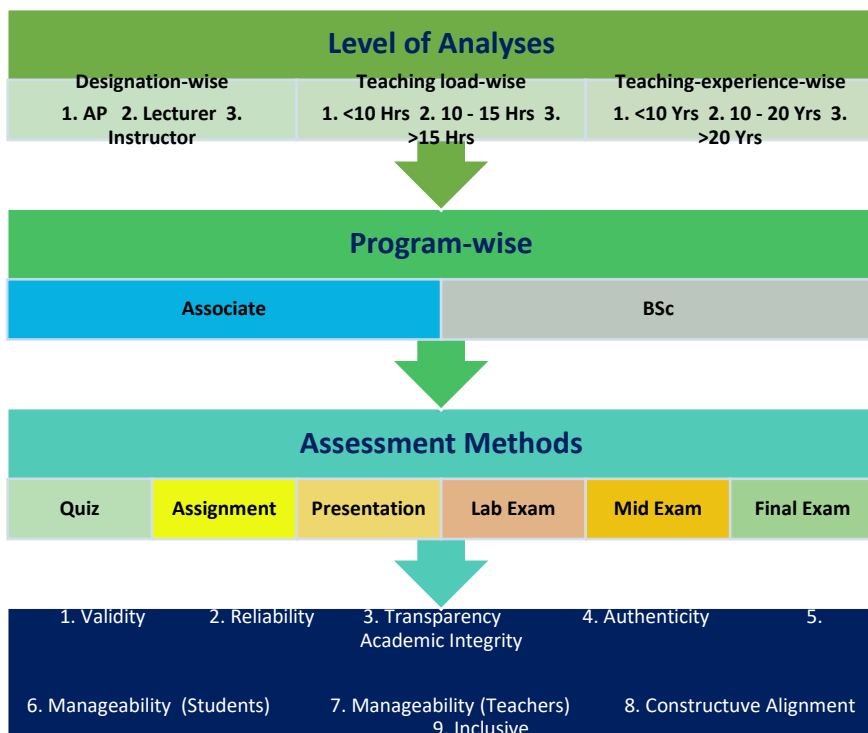
### Inclusiveness

The assessment should provide a level playing field for students with learning disabilities, whether it is visual, reading or hearing.

### Figure: 3 Evaluation Model of Assessment

All the assessment methods that are widely used in the department are appraised to the above-mentioned standards and program wise. The study objectives are analyzed in this model - designation-wise, teaching experience-wise and teaching load wise

## Assessment Standards in Business Studies Programs

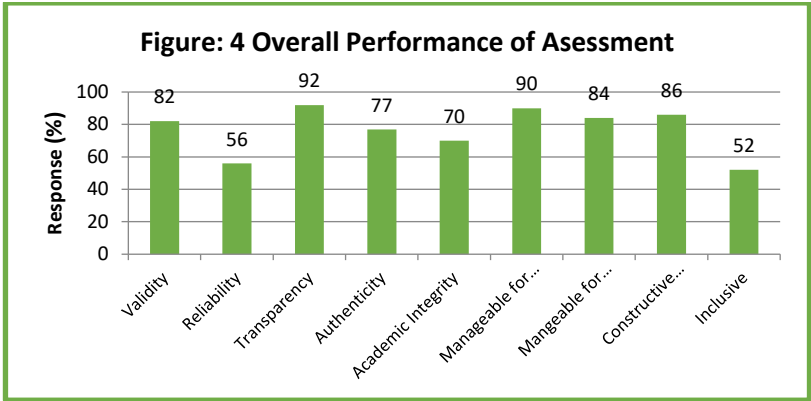


## Results and Discussion

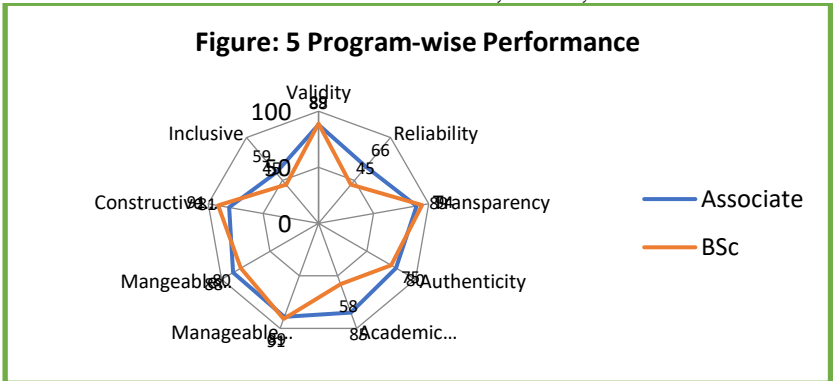
Among the nine set standards (principles) of assessment, only transparency and students' manageability could rate at outstanding level in the study in general. The overall response of teachers on the set standards of assessment are as shown in Figure: 4. It point to the need for revival of reliability and inclusiveness, as the performance ratings are recorded poorly. Academic integrity and authenticity also need improvements.

As seen earlier, the IMT Department is offering Associate degree programs and Baccalaureate programs. Program-wise performances of assessment are as depicted in Figure: 5. The assessment standards at Associate degree level need improvements in reliability, academic integrity and inclusiveness, even though it performed better than that of Baccalaureate program.





Source: Primary Survey

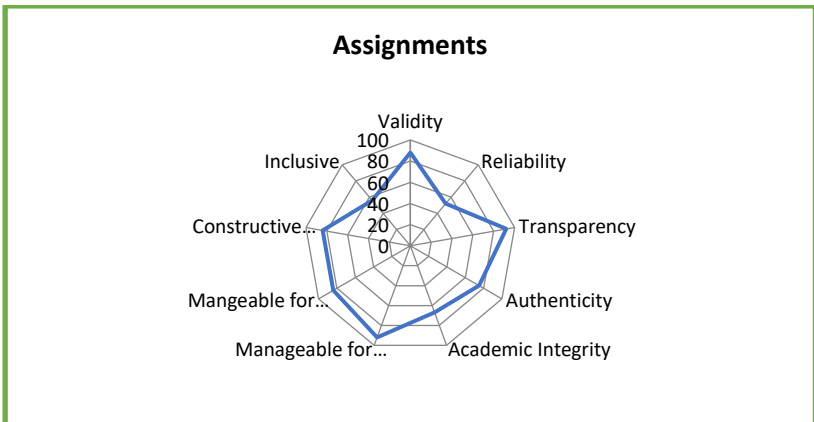
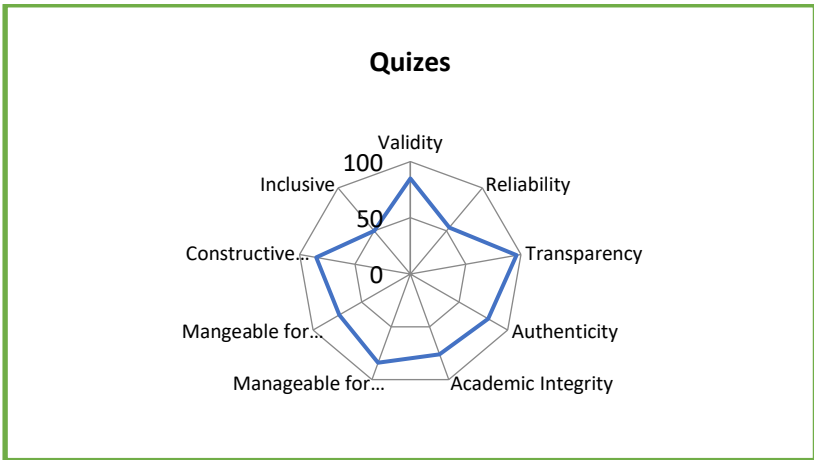


Source: Primary Survey

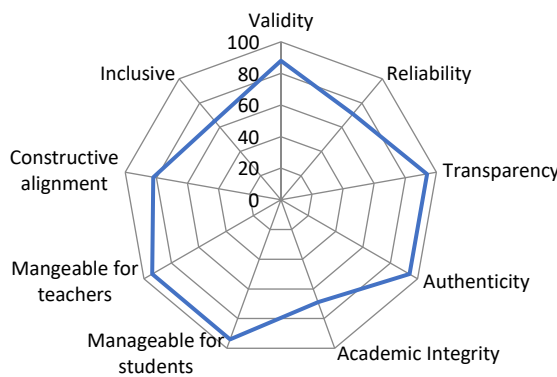
Detailed analyses of assessment are given in Figure: 6. The analyses reveal that the quizzes and assignments conducted in the department requires improvements in reliability and inclusiveness; lab exams require modification in academic integrity, mid exams require enhancement in reliability, and final exam requires revival at the reliability and inclusiveness ground. Program-wise Chi-square test results are illustrated in Appendix Table: 1.

Figure: 6 Assessment Method-wise Performances

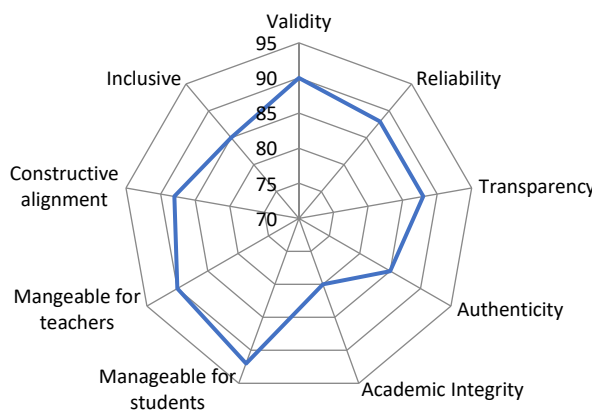
## Assessment Standards in Business Studies Programs



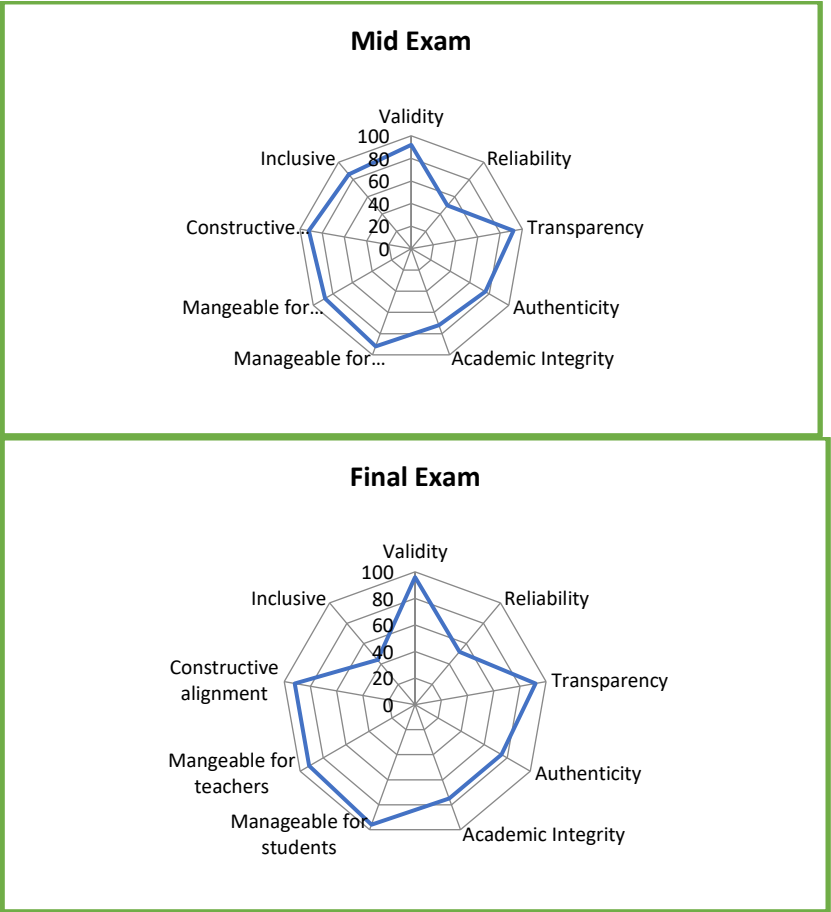
**Presentations**



**Lab Exams**

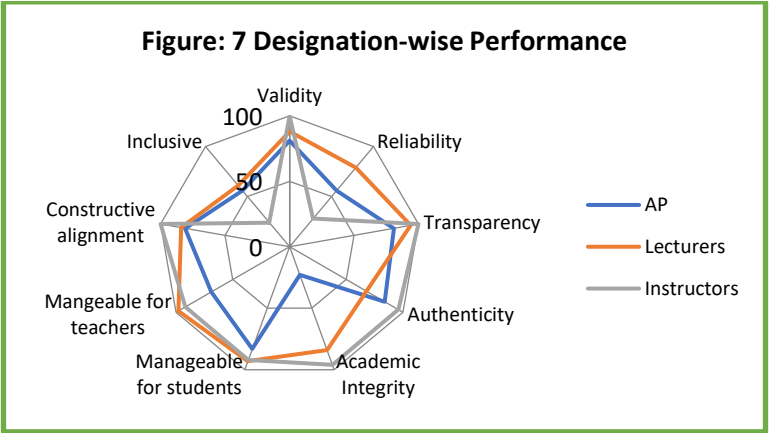


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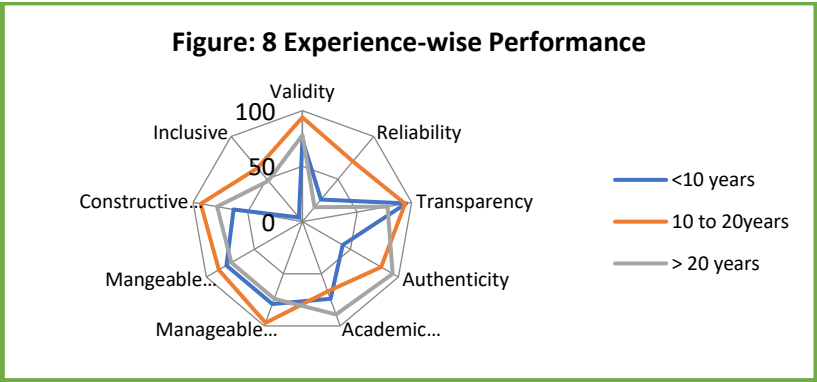
Source: Primary Survey

One of the major objectives of the study was to analyze designation-wise inconsistency, if any, in assessment standards. As seen in Figure: 7, the reliability and inclusiveness standards are comparatively poor for instructors; whereas for Asst. Professors, academic integrity was recorded at low levels. Designation-wise Chi-square test results are exemplified in Appendix Table: 2.



Source: Primary Survey

Experience-wise performance of teachers on assessment standards, as illustrated in Figure: 8, reveal that young teachers are comparatively weak in adopting inclusiveness and authenticity standards, whereas the senior is poor in following reliability standards. Experience-wise Chi-square test results are shown in Appendix Table: 3



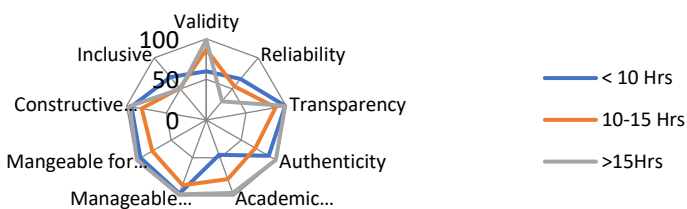
Source: Primary Survey

One of the objectives of the study was to analyze the influence of teaching load on assessment standards. As demonstrated in Figure: 9, reliability and inclusiveness as set standards of assessment diminished, when

### Assessment Standards in Business Studies Programs

the teaching load increased. However, for other assessment standards teaching load could not make much impact. Teaching load-wise Chi-square test results are revealed in Appendix Table: 4.

**Figure: 9 Teaching load-wise Performance**

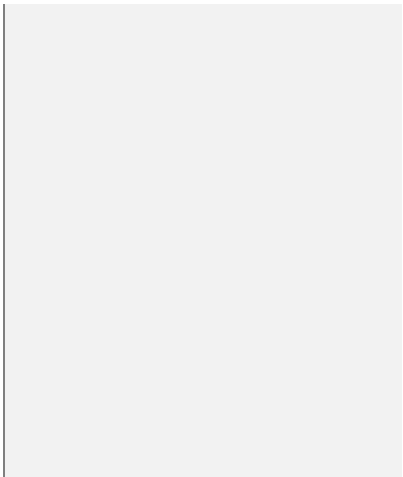


Source: Primary Survey

The descriptive statistics results are as portrayed in Table: 1; where in except, reliability and inclusiveness, all other principles of assessment averaged above 4 in five-point Likert scale. As far as standard deviation is concerned, only for academic integrity, the value exceeded one.

Table: 1 Descriptive Statistics Results

<i>Principles</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>N</i>
1. <i>Validity</i>	4.3643	0.99952	129
2. <i>Reliability</i>	3.7287	1.05143	129
3. <i>Transparency</i>	4.5039	0.90246	129
4. <i>Authenticity</i>	4.1532	0.85582	124
5. <i>Academic integrity</i>	4.2339	3.82782	124
6. <i>Manageability for students</i>	4.4574	0.93548	129
7. <i>Manageability for teachers</i>	4.3256	0.96956	129
8. <i>Constructive alignment</i>	4.3721	0.96881	129
9. <i>Inclusive</i>	3.8062	0.89336	129



Source: Primary Survey

The correlation matrix is shown in Table: 2; there is a high correlation between transparency and validity that is clarity on assessment and students’ advance knowledge on the required criteria. The matrix also reveals an interesting association between transparency, validity, manageability for teachers and that of students. If the assessment is manageable for teachers, then it will also be manageable for students. When the assessment is constructively aligned with learning outcomes and academic activities, such assessment also corroborates transparency, manageability (teachers and students alike) and validity. The analysis also disclosed a negative association between inclusiveness and academic integrity, which point to the need for further research in this area.

Table: 2 Correlation Matrixes

	Validity	Reliability	Transparency	Authenticity	Academic integrity	Manageability for students	Manageability for teachers	Constructive alignment	Inclusive
Validity	1								
Reliability	.600* *	1							

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Transparency	.730**	.582**	1						
Authenticity	.501**	.479*	.360*	1					
Academic integrity	-.010	-.077	-.051	.004	1				
Manageability for students	.781**	.620*	.835**	.428*	-.028	1			
Manageability for teachers	.731**	.570*	.802*	.309*	-.001	.842*	1		
Constructive alignment	.746*	.552**	.758**	.423*	.004	.793*	.735*	1	
Inclusive	.351**	.642*	.335**	.393*	-.098	.322*	.362*	.445*	1

Source: Primary Survey

### Conclusion

The quality of teaching-learning process is highlighted only when the assessment standards are set and followed properly. The business education in YIC always pursued the set standards of teaching-learning process along with the assessment. The present study reveals that the overall rating for the set standards of assessment was recorded at 77% and it point to the need for space for improvement. The revitalization of reliability and inclusiveness along with promotion of academic integrity and authenticity need special mention. The assessment standards at Associate degree level performed better than that of Baccalaureate program. The study also discloses the following on the individual assessment methods.

- Quizzes and assignments conducted in the department requires improvements in reliability and inclusiveness
- Lab exams need modification in academic integrity
- Mid exams necessitate enhancement in reliability
- Final exams entail revival at the reliability and inclusiveness ground



Teachers' designation-wise response on assessment divulge that reliability and inclusiveness standards are comparatively neglected elements among instructors; whereas for Asst. Professors, academic integrity was reported to be a weak element in their assessment. The influence of experience factor on assessment was also analyzed in the study and found that young teachers are comparatively feeble in adopting inclusiveness and authenticity in their assessments, whereas the highly experienced ones did not give proper attention to reliability standards.

It is commonly believed that when the work load increases, correspondingly the efficiency standards also diminish is not observed to be true for the analyses of the assessment standards in this study, except reliability and inclusiveness as set standards. There is high correlation between transparency and validity along with an appealing connection between transparency, validity, and manageability for teachers as well as students. The study also highlights the significance of constructive alignment between learning outcomes, learning activities and assessment.

Based on the Foregone Discussion the Following Suggestions are Offered

- Develop manifold measures to design a rational assessment system that links learning outcomes, classroom activities and continuous assessment.
- Promote staff development through continuous training programs in effective learning and assessment backed by follow ups.
- Creation of awareness among teachers and students alike on the standards of assessment and give focused feedback to teachers on how their classroom efforts support these standards.
- Promotion of students' involvement in assessment for deeper level learning.
- Equip the student's self-reflective skills which include the ability to see how their work meets the standard and how to improve.

Notes

If the only high-stakes summative test is a terminal one then the desired final outcomes are laid down, the test constructors have to reflect these in as valid a way as they can, and the teachers discern, from study of a syllabus and of examples of the test instruments and procedures, how best to focus their work.

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# A Study on Socio-Economic Conditions of Women Entrepreneurship in Kanyakumari District

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*Woman is the noblest creation of God. She is a daughter, wife, mother and sister. She is the personification of tolerance and hence her home is in order. Women have a distinct role to play in the development of the nation. In the role of a mother, a woman shapes the personality and character of her children and hence the character of the nation. "If you want to awake the country, first awake women. If a woman is awakened, and if a family is awakened, if a village is awakened, there by the entire country is awakened"- Jawaharlal Nehru.*

**Keywords:** Entrepreneurship, Essential, Discriminated and Women.

## Introduction

Researcher has chosen Kanyakumari district for the purpose of studying the Socio- Economic conditions of Women Entrepreneurship. Women constitute about half of the total population of the world. Traditional practices warrant women to confine themselves in the four walls of houses. In India, women play an important role in each and every family, but in the ancient period women were dependent on men. Historically, women have been discriminated from men in the male dominated society. Today's girls are better educated, more assertive and bolder. Employment is considered to be an important indicator of women's achievement. In the service of professional and industrial sectors, employment of women has increased rapidly. Work participation rate for females has shown as increasing trend in the

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unrecognized sector both in the rural and urban areas. In factories and industries such as cashew, coir, readymade garments and clock manufacturing, the labour force mainly depends on women. Entrepreneurship performs a vital role in the economic development of a country and is linked to the overall industrial development of a nation.

The present concept of entrepreneurship, however, has developed through the last two or three centuries and has been defined with subtle variations by different researchers in the field of social sciences. Entrepreneurship is economic dynamism, increasingly recognized as an important driver of economic growth, productivity, innovation and employment and it is widely accepted as a key aspect of Transforming ideas into economic opportunities is the decisive issue of entrepreneurship. History shows that economic progress has been significantly advanced by pragmatic people who are entrepreneurial and innovative, able to exploit opportunities and willing to take risks.

Women entrepreneurship development is an essential part of human resource development. The development of women entrepreneurship was very low in India, especially in the rural areas. Entrepreneurship among women has been a recent concern. Women have become aware of their existence, their rights and their work situation. The progress is more visible among upper class families in urban cities. In modern societies, women have come out to participate in all sorts of activities. The global evidences prove that women have been performing exceedingly well in different spheres of activities like academics, politics, administration, social work and so on. Entrepreneurship is a more suitable profession for women than regular employment in public and private sectors since they have to fulfil dual roles. Women have been taking increasing interest in recent year's income generating activities, like self-employment and entrepreneurship. However, less research has been conducted in rural semi urban areas that give specific focus on women's entrepreneurship motivational factors.

### Statement of the problem

Women entrepreneurs have yet to get used to economic and social risks. Entrepreneurs are playing an important role in the economic development of underdeveloped country. Women's skills and knowledge, their talents and abilities in business and a compelling desire to do something positive are some of the reasons for the women entrepreneurs to organize industries. The success of a women entrepreneur depends on her capacity to

absorb additional risks arising out of her business activity. The state of Tamil Nadu is the industrially developing area in which some of the entrepreneurs excel in small scale industries. Even though the government organizes women by various associations, they are not ready to undertake business. As compared to men, women are less motivated to start business units due to fear and lack of motivation. Thus, the present study aims at undertaking the entrepreneurial development among women highlighting the motivational forces and relationship between socio-economic backgrounds of women entrepreneurs. Problems faced by women entrepreneurs are finance, scarcity of raw materials, male dominated society, lack of education, market-oriented risk, motivational factors, lack of confidence and training programmes. In these circumstances, the study "A Study on Socio- Economic Conditions of Women Entrepreneurship in Kanyakumari district" is necessitated.

## Objectives of the Study

The present study has been carried out with the following specific objectives.

- To study the socio - economic conditions of the women entrepreneurs in Kanyakumari district.
- To analyse the motivational factors and other factors that influence women to become entrepreneurs.
- To analyse the major strength, weakness and sickness of women entrepreneurship and the environmental opportunities threat the promotion of entrepreneurship.
- To analyse the problems faced by women entrepreneurs and environmental opportunities that promotes women entrepreneurship.
- To offer suggestions to improve the satisfaction of women entrepreneurship and to framework for the promotion of women entrepreneurship of selected districts in Tamil Nadu.

## Methodology

This study is based on both primary and secondary data. The primary data were collected by using questionnaire and secondary data were obtained from books, journals, reports and published and unpublished documents of District Industries Centre, and also Tamil Nadu Industrial Investment Corporation and Department of Statistics in the Government of Kanyakumari district. Simple random sampling technique is used while selecting the sample.

## Sampling Design

The survey was conducted on the basis of sampling method. For developing a sample design, the researcher collected the list of women entrepreneurs registered with The District Industries Centre Nagercoil, Kanyakumari District of Tamil Nadu. Of the total 1500 women entrepreneurs registered with The District Industries Centre, 450 samples were selected by using simple random sampling technique. 35 samples were rejected due to incomplete information. Finally, 415 samples were used for the study.

### Period of Study

The study covered a period of four years from 2013-2016 for the analysis of Socio -Economic Conditions of Women Entrepreneurship. The sample respondents were contacted for collection of data during 2015 to 2016.

### Construction of Tools

This study is based on primary as well as secondary data. The primary data were collected mainly for evaluating the performance of the women entrepreneurs in Kanyakumari District. The interview schedule was been structured by the researcher herself. For identifying the variables to be used in the interview schedule, the researcher conducted a trial interview with 10 women entrepreneurs. A rough draft of the interview schedule was prepared and circulated among fellow researchers for their critical evaluation. The draft was then revised in the light of their comments. The revised interview schedule thus prepared was given to 15 women entrepreneurs for a pre- test. The suggestions were incorporated and the final draft was prepared.

### Frame Work of Analysis

- Various mathematical and statistical tools have been used for analysing the data for the study.
- Influence of demographic and other factors on the motivation, strength, weakness, threat and sickness have been analysed. The Kuruskal Wallis test has been used.
- The respondents were surveyed on their perception on the motivational factors that influence women to become entrepreneurs through 24 statements. To understand the underlying structure of the perception of the respondents on the motivational factors, the responses were analysed using Factor analysis.

Industrial sickness refers to a situation when an industrial firm performs poorly, incurs losses for several years and often defaults in its debts and payment. However, it cannot be attributed to a single factor alone. In the present study, 20 external factors were identified and studied using linkers five-point scale. But it is pertinent note that the personal perception on motivation, strength, weakness and threats of those deals the factors of sickness is crucial. The perception of the respondents on Motivation, Strength, Weakness, Threat and Sickness were studied through Likert's five-point scale. To study whether the perceptions of the respondents were influenced by demographic and other factors, the Total Score on each scale was tested for any statistically significant relationship with those factors. Considering the non-normal distribution of these total scores, two non-parametric tests namely Kruskal-Wallis Test and Mann-Whitney Test were used.

The researcher wanted to study on the impact of perception of the respondents on Motivation (DV1), Strength (DV2), Weakness (DV3) and Threats (DV4) on the Sickness (CV) of their industry. This analysis is carried out through Multiple Regression Technique.

### Limitations of the Study

- The present study is limited to Kanyakumari District alone.
- The study also is limited to women entrepreneurs who have registered their names with The District Industrial Centre.
- Time factor was one of the major constraints.
- Respondents were reluctant to give out information.

### Scheme of Report

The complete report has been presented in six chapters.

The first chapter deals with a Brief Introduction, Significance of the Present Investigation, Statement of the Problem, Scope of the Study, Concept of Women Entrepreneurship, Operational Definition, Objectives of the Study, Methodology, Construction of Tools, Sampling Design, Geographical Coverage, Period of Study, Field Work and Collection of Data, Data Processing, Frame Work of Analysis, Limitations of the Study and Organization of the Report.

The Second Chapter comprises the Review of Related Literature on Women Entrepreneurship Studies. The Third Chapter deals with Perception



and their Demographic Features of Women Entrepreneurship. The Fourth Chapter deals with Motivational Factors and their Influence on Women Entrepreneurship. The Fifth Chapter deals with Problems Faced by Women Entrepreneurship and Environmental Opportunities to Promote Women Entrepreneurship. The Sixth Chapter deals with Summary of Findings, Suggestions and Conclusion.

## Findings of the Study

- It can be observed from the demographic profile and other factors for strength, weakness, threat and sickness of the women entrepreneurs belongs to the age, there is a significant relationship between age and total score on strength, weakness, threats and sickness.
- It can be observed from the demographic profile and other factors for strength, weakness, threat and sickness of the women entrepreneurs to the level of education, there is a significant relationship between level of education and total score on strength and weakness and there is no significant relationship between level of education and total score on threats and sickness.
- It can be observed from the demographic profile and other factors for strength, weakness, threat and sickness of the women entrepreneurs to the community, there is a significant relationship between community and total score on strength, weakness and there is no significant relationship between community and total score on threat and sickness.
- It can be observed from the demographic profile and other factors for strength, weakness, threat and sickness of the women entrepreneurs to the marital status, there is a significant relationship between marital status and total scores on strength, weakness and threats and there is no significant relationship between marital status and total score on sickness.
- It can be observed from the demographic profile and other factors for strength, weakness, threat and sickness of the women

entrepreneurs to the size of the family, there is a significant relationship between marital status and total scores on strength and weakness and there is no significant relationship between size of the family and total score on threats and sickness.

- It can be observed from the demographic profile and other factors for strength, weakness, threat and sickness of the women entrepreneurs to the number of dependents, there is a significant relationship between number of dependents and total scores on strength, weakness threats and sickness.
- It can be observed from the demographic profile and other factors for strength, weakness, threat and sickness of the women entrepreneurs to the spouse's education, there is a significant relationship between spouse's education and total scores on strength, weakness and sickness, there is no significant relationship between spouse education and total score on threats.
- It can be observed from the demographic profile and other factors for strength, weakness, threat and sickness of the women entrepreneurs to spouse's occupation, there is a significant relationship between spouse occupation and total scores on strength and threats, there is no significant relationship between spouse's education and total score on weakness and sickness.
- It can be observed from the demographic profile and other factors for strength, weakness, threat and sickness of the women entrepreneurs to the land holdings, there is no significant relationship between land holdings and total score on strength, weakness, threats and sickness.
- It can be observed from the demographic profile and other factors for strength, weakness, threat and sickness of the women entrepreneurs to the profit from business, there is no significant relationship between profit from business and total score on strength, weakness, threats and sickness.
- It can be observed from the demographic profile and other factors for strength, weakness threat and sickness of the women entrepreneurs to the investment in business, there is a significant relationship between investment in business and total scores on

strength and weakness, there is no significant relationship between investment in business and total score on threats and sickness.

- It can be observed from the demographic profile and other factors for strength, weakness, threat and sickness of the women entrepreneurs to the family income, there is no significant relationship between profit from business and total score on strength, weakness, threats and sickness.
- It can be observed from the demographic profile and other factors for strength, weakness, threat and sickness of the women entrepreneurs to the family expenditure, there is no significant relationship between family expenditure and total score on strength, weakness, threats and sickness.
- It can be observed from the demographic profile and other factors for strength, weakness, threat and sickness of the women entrepreneurs to the savings, there is a significant relationship between savings and total scores on strength; there is no significant relationship between savings and total score on weakness, threats and sickness.
- It can be observed from the demographic profile and other factors for strength, weakness, threat and sickness of the women entrepreneurs to the type of the enterprise, there is a significant relationship between savings and total scores on strength, weakness and threats; there is no significant relationship between savings and total score on sickness.
- It can be observed from the demographic profile and other factors for strength, weakness, threat and sickness of the women entrepreneurs to the years of experience, there is a significant relationship between years of experience and total score on strength, weakness, threats and sickness.
- It can be observed from the demographic profile and other factors for strength, weakness, threat and sickness of the women entrepreneurs to the taluk, there is a significant relationship between taluk and total scores on strength and there is no significant relationship between taluk and total score on weakness, threats and sickness.

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- It can be observed from the demographic profile and other factors for strength, weakness, threat and sickness of the women entrepreneurs to the support to start enterprise, there is a significant relationship between support to start enterprise and total scores on strength and there is no significant relationship between support to start enterprise and total score on weakness, threats and sickness.
- It can be observed from the demographic profile and other factors for strength, weakness, threat and sickness of the women entrepreneurs to the nature of family, there is a significant relationship between the nature of family and total scores on threats and there is no significant relationship between the nature of family and total score on strength, weakness and sickness.
- It can be observed from the demographic profile and other factors for strength, weakness, threat and sickness of the women entrepreneurs to the area of enterprise, there is a significant relationship between area of enterprise and total scores on strength, weakness, threats and sickness.
- Based on the study and analyses, it can be concluded that the Socio-Economic Conditions of the Women Entrepreneurs are of medium level. Their performance is not below or above the standard performance. So, there is a need for improvement in their performance with the help of government and their personal and technological development.

### **Conclusion**

It can be said that today women are in a better position wherein women participation in the field of entrepreneurship is increasing at a considerable rate. Efforts are being taken for equality of opportunity to Indian women in all spheres and laws guarantee equal rights of participation in political process and equal opportunities and rights in education and employment were enacted. But unfortunately, the government sponsored development activities have benefitted only a small section of women i.e. the urban middle-class women. Women sector occupies nearly 45% of the Indian population. At this juncture, effective steps are needed to provide entrepreneurial awareness, orientation and skill development programs to women.

The role of Women Entrepreneur is economic development is also being recognized and steps are being taken to promote women entrepreneurship. Resurgence of entrepreneurship is the need of the hour emphasizing on educating women strata of population, spreading awareness and consciousness amongst women to outshine in enterprise field, making them realize their strengths, and important position in the society and the great contribution they can make for their industry as well as the entire economy. Women Entrepreneurship must be moulded properly with entrepreneurial traits and skills to meet the changes in trends, challenges global markets and also be competent enough to sustain and strive for excellence in the entrepreneurial arena.

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# An Economic Impact of Policy Perspective on Quality Education in Tamil Nadu

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*This paper attempts to estimate the contribution of public expenditure on social sector to economic growth by using the central government expenditure and state government expenditure on education. It has been examined to infrastructure facilities such as total number of schools, drinking water facility, toilet facility, electricity connection, playground, student-teacher ratio etc. in Tamil Nadu. This work also concentrates to dropout rates in school at various levels of education in Tamil Nadu. This study is based on secondary data from various budget documents, MHRD reports, SCERT reports and NUEPA reports. It has been observed that the public expenditure on education is positively associated with increasing gross enrollment ratio in Tamil Nadu. This work suggests to the government to focus must be given on small towns, rural areas, remote villages and backward regions where GER is very low compared to the urban area. Government should allow a fee policy after studying the unit cost of education at different levels, programmes, quality and scale of education. Government should formulate policy on strengthening the education sector in Tamil Nadu.*

Keywords: School Education, Expenditure, Enrollment and Dropout Rates.

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Education in every sense is one of the fundamental factors of development. Any country can achieve sustainable economic development without substantial investment in human capital. Education provides one with the best opportunities of becoming successful in the modern society. In terms of knowledge, qualities, skills, attitudes, and capacities, education enables individuals to become conscious subjects of their growth and active responsible participants in a systematic process of building a new world order. Education enriches people's understanding of themselves and of the world and promotes entrepreneurship and technological advances. In addition, it improves the quality of their lives and leads to broad social benefits to individuals and society. Education raises people productivity and creativity plays a very crucial role in securing economic and social progress and improving income distribution. Education strengthens democracy by imparting to the citizens the tools needed to fully participate in the Government.

### Literacy Rate

During the sixty years of after independence, the literacy rate in Tamil Nadu had increased 80 per cent of literacy rate it is more than our national average. The literacy rate increased from 36.4 per cent in 1961 to 80.1 per cent during 2011 census. The rise in the literacy rate over the years could be attributed to better inputs in primary education. Similar trend was also noticed at all-India level.

Table -1.1-I: Decadal Trends in Literacy Rate 1961 to 2011  
(in percent)

Tamil Nadu				All-India		
Year	Male	Female	Total	Male	Female	Total
1961	51.6	21.1	36.4	40.4	15.3	28.3
1971	59.5	30.9	45.4	45.9	22.0	34.5
1981	68.1	40.4	54.4	56.4	29.8	43.6
1991	73.1	51.3	62.7	64.1	39.3	52.2
2001	82.3	64.4	73.5	79.6	54.3	65.4
2011	86.8	73.4	80.1	80.9	64.6	73.0

Source: Directorate of Census Operation, Tamil Nadu.

The literacy rate in Tamil Nadu was comparatively better than the all

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India rate (73 per cent). However, the decadal gains in literacy rate in Tamil Nadu has slowdown in 2001 to 2011 decade which is a cause for concern. Further, literacy rate in Tamil Nadu have been slower than the all India gains since 1981. This implies that the State can't yet rest on its laurels in the area of education and literacy and sustained efforts is still required. Among the 15 major states, Tamil Nadu ranked third in respect literacy rate, Kerala (93.91 per cent) and Maharashtra (82.91 per cent). Among the gender, the literacy rates of males were higher than the females in Tamil Nadu as well as at all-India. The literacy gap between males and females and rural and urban was lower in Tamil Nadu as compared to all India.

### Education Development Index

The National University of Educational Planning and Administration (NEUPA) and the Government of India (Ministry of Human Resource Development, Department of School Education and Literacy) have jointly computed an Educational Development Index (EDI) separately for primary and upper primary levels of education and also a composite index for the entire elementary education. It is exclusively based on the District Information System for Education (DISE) data for the year 2012-13. A set of 24 indicators like access, infrastructure, teachers and outcomes have been used in computing this index. The indicators used were predetermined by Ministry of Human Resource Development. The index has been constructed separately for 7 Union Territories and 28 States in India for the year of 2012-13 and ranking has been given in the descending order. The composite index revealed that Tamil Nadu occupied the first place with regard to primary level, 7<sup>th</sup> place in the case of upper primary level and 3<sup>rd</sup> place for the entire elementary education at all India level. Among the southern states, Tamil Nadu stood first in Primary level, second place in Upper Primary level and first place in entire elementary education.

### Objectives of the Study

- To compare the southern state-wise expenditure on Social Sector in India
- To examine the infrastructure status of schools in Tamil Nadu.
- To analyses the dropout rates of school education in Tamil Nadu.

This study makes use of secondary data relating to literacy rate, state-wise expenditure on social sector, 12<sup>th</sup> Five Year Plan outlay in education, availability of infrastructure facilities in schools and drop-out rates from NUEPA reports, 12<sup>th</sup> Five Year Plan documents, Census Reports, RBI Bulletin on state finance, District Information System for Education, Annual reports of Sarva Shiksha Abiyan and Tamil Nadu Economic Appraisal.

### Expenditure on Social Sector

Most of the social sector subjects fall within the purview of the State for which funding is provided through the Centrally-sponsored schemes. The

Government plays a very significant role in the development of the social sector. The share of social sector in total expenditure in Tamil Nadu is higher the other southern states and as well as all India.

Table – 3.0 - 1: State-wise Expenditure on Social Sector  
(Rs. in crores)

Sl. No.	State	2015-16	2016-17	2017-18
1	Tamil Nadu	29350(40.3)	38210(40.6)	43990(41.2)
2	Kerala	12030(33.6)	14700(35.1)	19530(37.1)
3	Andhra Pradesh	30280(35.6)	44060(40.8)	48940(39.0)
4	Karnataka	25100(39.9)	28500(40.0)	32220(38.4)
5	All India	392940(38.7)	494250(40.0)	555520(40.0)

Source: RBI Bulletin on State Finance, March 2018.

Note: Figures in bracket indicates share of social sector expenditure in total expenditure.

Social sector expenditure spends to public health, education, food security, child development and community development etc., Tamil Nadu constantly focus to social sector that is reason for school education gets more funds from social expenditure. States formulate policy to quality of school education to all the sector of student community. In table-2 stated that social sector expenditure Rs. 29,350 crores in 2015-16 it is increase to Rs. 43,990

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crores in 2016-17. This expenditure also strengthens to public health, it is resulted that 92.94 per cent of institutional delivery registered in Tamil Nadu All India level.

Table - 3.0 - 2: 12<sup>th</sup> Five Year Plan Outlay on Education

Sl. No	Component	Outlay (Rs. In Crore)	Percent
1	Primary Education	5517	28.14
2	Secondary and Vocational Education	6675	34.04
3	Higher Education	3659	18.66
4	Tamil Development	211	1.08
5	Technical and Professional Education	2030	10.35
6	Science and Technology	177	0.90
7	Sports and Youth Welfare	1339	6.83
Total		19608	100.00

Source: 12<sup>th</sup> Five Year Plan Document (2012-17), State Planning Commission, Govt. of Tamil Nadu.

Tamil Nadu is 2<sup>nd</sup> ranked followed by Kerala in Institutional delivery. Under the health ministry 1,751 Primary Health Centers functioning in all rural areas. Government gives to free laptop, text books, footwear, bus pass, bicycles and special cash incentives, etc., all the school students. This will be increased to enrolment in schools. Social sector expenditure share of total Government of Tamil Nadu expenditure occupied 40.3 per cent in 2015-16 this sign slightly increased 41.2 per cent in 2017-18.

The plan period focus is universal enrolment, universal retention, universal achievement in school education. In India, adopt five-year plan 1950 onwards Central Planning Commission is a nodal agency of formulating a draft of proposal. State planning commission functions of state level agency which means authority making drafts and advisory councils of state governments. Recognizing the significance of education in the development process and the economic imperative of “quality of education for all” during the 12<sup>th</sup> plan period (2012-17), the Government of Tamil Nadu had proposed amount outlay of the amount of Rs. 19,608 crore for education out of the aggregate outlay of

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Rs. 2,11,250 crores. Education received 9.28 percent of total outlay of twelfth plan period.

## Infrastructure Facilities in Educational Institutions

The basic infrastructure provided in the primary (I to V standard) and upper primary (VI to VIII standard) and high (IX & X standard) and higher secondary (XI & XII standard) Schools are buildings, toilets, playgrounds, library, kitchen shed, ramp, drinking water, boundary wall etc., not only increases participation of children but also their retention in schools and also facilitates better academic performance of the students by motivating them. Thus, linking infrastructure availability with educational system provides a simple way to understand the development process on the educational front.

Drinking water is an important aspect for school infrastructure development. The proportion of high and higher secondary schools having drinking water facility in Tamil Nadu was lower than in primary and upper primary schools. Boundary walls are very necessary for the security of school premises and its property. In the absence of boundary wall, the maintenance of school buildings will be difficult. The proportion of primary schools without boundary walls was higher among primary and upper primary schools as compared to high and higher secondary schools.

These schools may certainly need to have boundary walls to avoid any possible untoward incidents in the school's premises. Availability of girl's toilet is essential in schools also to ensure better participation and retention of girls in schools. At the primary and upper primary level 4.6 per cent of the schools and even at the high and higher secondary level 2 per cent of schools did not have the facility in the state. Electricity is considered as one among the important basic indicators of the school infrastructure. However, 3.5 per cent of the primary and upper primary schools and 2.7 per cent of the high and higher secondary schools still did not have electricity in the State. In order to facilitate the physically challenged children it is necessary that every school should have a ramp. However, the position was bad in primary and upper primary schools as compared to high and higher secondary schools.

Availability of playgrounds is necessary so that the children can take part in sports and games which is necessary for the overall development of their personality. But, 24.9 per cent of primary schools did not have playgrounds and denied sports and game facilities to the pupil. The schools are expected to be conscious about the health and hygiene of the students;

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schools need to provide separate toilets for boys and girls to enable hygienic condition.

Table -4.0 - 1: Availability of Infrastructure Facilities in Schools 2016-17 (in per cent)

Sl. No	Category	Primary and Upper Primary	High and Higher Secondary
1	Schools with Drinking Water	99.2	98.4
2	School with Boundary Wall	77.1	86.1
3	School with Girls Toilets	95.6	98.0
4	School with Electricity	96.5	97.3
5	School with Ramp	61.3	84.8
6	School with Playgrounds	75.1	-
7	School with Boys Toilets	62.6	-
8	School with Kitchen Shed	88.8	-
9	School with Library	-	95.8
10	School with Hostel for Boys	-	8.7
11	School with Hostel for Girls	-	7.2
12	School having Internet Facility	-	49.8
13	School with First Aid Room	-	27.1
14	School with Auditorium	-	26.2
15	School with Parents Teacher Association	-	66.3

Source: District Information System for Education, NUEPA, New Delhi.

However, 38.4 per cent of the primary schools did not have toilet for boys and they allowed them to urinate in the open.

Libraries are a very important element in any educational institution as they serve as knowledge source for the students. However, 4.2 per cent of high and higher secondary schools did not have library facilities. This is a matter of serious concern and needs to be resolved at the earliest. To provide level playing field by bridging the digital divide, develop skills and improve the quality of human resources internet connectivity is provided in school for e-



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learning. About half of the high and higher secondary schools have the facility.

## Dropout Rate

The dropout rate is the proportion of pupils/students who leave school during the year as well as those who complete the grade/year level but fail to enroll in the next grade/year level the following school year to the total number of pupils/students enrolled during the previous school year. During the three-year period 2010-11 to 2012-13, there was a gradual decline in the dropout rate at the primary and upper primary levels. At the primary level the dropout rate of girls was higher than the boys. It was conspicuous among ST girls. At the upper primary level, even though the dropout level was on the decline it was considered to be on higher side as compared to the primary level. The dropout level of girls was marginally higher than the boys. Among SCs the dropout rate at the upper primary level was slightly higher than the ST's. The dropout rates of girls among SC's and boys in ST's were higher the respective counterparts. The major reasons for dropping out were the lack of interest in studies which translates to either the lack of interest of the parents to educate the children or the children were forced into work to earn money due to poor economic condition of the households.

Table - 5.0 -I: Primary and Upper Primary - Dropout Rate  
(in percent)

Category	Primary			Upper Primary		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
SC						
Boys	0.90	0.88	0.85	1.98	1.87	1.74
Girls	0.92	0.88	0.85	2.01	2.04	1.84
Overall	0.91	0.88	0.85	1.99	1.96	1.79
All Category						
Boys	0.98	0.94	0.92	1.80	1.77	1.70
Girls	1.01	0.97	0.94	1.79	1.71	1.71
Overall	1.00	0.95	0.93	1.79	1.74	1.70

Source: Project Director, Sarva Shiksha Abiyan, Chennai.

It is suggested that teacher in all schools should be given additional responsibilities of bringing the children dropping out back to school by convincing or motivating the parents. In addition, a realistic assessment of the problem of the most vulnerable of the children, improving management

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systems for better tracking and monitoring of school functioning and focus on improvement in teaching-learning process is necessary. Table-5 show that dropout rates of primary education schedule caste boy's category in 0.90 per cent in 2010-11 it is 0.85 per cent in 2012-13, this analysis find out that almost schedule caste girls dropout rate 0.92 per cent in 2010-11 and it is 0.85 per cent in 2012-13. Compare to all India level analysis Tamil Nadu is top most states in reducing dropout rates.

### Discussions of the Study

School infrastructure can transform to quality of education. Several studies and evaluations confirm the positive link between better school infrastructure and increased enrolment, reduced drop-outs, high enrolment in higher education and reduced poverty. Government spending on productivity enhancing infrastructure, in fact, has a more significant and lasting impact on enrolment than government spending on unconditional subsidies to education sector. While almost major levels of share of school education sector are under the state governments, central government spending has also significance, particularly after reforms periods.

But outcomes have been disappointing both in terms of access and quality. Village-level school conditions are very poor infrastructure but many scheduled students still lack access to basic infrastructure in education. Almost all villages are having primary schools in Tamil Nadu. Electricity supply is often unreliable and water supply unavailable or polluted in many government and private-aided schools. Recent survey from NUEPA 08 per cent of urban government schools and 17 per cent of rural government school's failure to the three basic services like drinking water within premises, sanitation and electricity. Huge inequalities among educational districts, and even within taluk, persist. Scheduled tribes, often because they live in remote, isolated areas, typically fare the worst this section schools still faced problems to basic infrastructure in their schools. Government should allot to more funds in tribal schools.

Why are the government welfare schemes failures in schools? Until recently, government schemes were largely top-down in their approach and supply driven, lacking an integrated approach, focusing on political oriented and poor quality of products it is make to high maintenance cost to beneficiaries. A lack of monitoring and accountability allowed corruption to take hold. As a result, free scheme products are very poor quality, incomplete, unusable and/or inadequately maintained. Although the

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government favour to tender agencies again agencies have relationship with ruling political party. Finally, objectives of the welfare schemes failure, then government shows to the success of welfare schemes in only by record. In reality, students are partially benefited from schemes and also pay to more maintenance cost to government free schemes products. So, the disparate schemes of different government agencies for related to free schemes and infrastructure must be coordinated. Recognizing the interrelatedness, the twelfth plan, for example, proposes a providing universal access, equity, quality at primary, upper primary, secondary and higher secondary school level and increasing the enrolment in higher education to over 50 per cent. While many these changes are only slowly entering scheme design and showing positive results, huge challenges till remain in providing even basic infrastructure equitable and with reliable service quality in education sector.

### Recommendations of this Study

The following suggestions are made on a pragmatic basis and with a view to provide a new base-line of action.

- Focus must be given on small towns, rural areas, remote villages and backward regions where Gross Enrolment in School Education is very low compare to the urban area.
- Government should be formulating clear regulatory frame work for private sector participation in school education.
- Governments should be periodically investigating to implementation of compulsory elementary education act rules and regulations by schools' management/authorities.
- Government ensure to providing universal access, equity, quality at school levels.
- School education department provide to platform using ICT equipment's infrastructure in all government school levels.
- There should be a democratic control of school education, which means that it should be administration in schools by a partnership of parents, teachers and private organizations with the sole objective of fulfilling the educational functions and purposes.
- Discrimination between the education of boys and girls should be curbed and both should expand on an equal footing
- Higher level authorities should be check to the functioning of schools frequently relating to the teaching methods, working hours, days of the school and attendance register.

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- Proper awareness campaign should be organized to create the awareness and the importance of education.

### Conclusion

The strength of a country is dependent on its intellectual and skillful citizens. It can be achieved through a well-planned and designed education system. There are many studies that conclude that hands-on learning is effective. Students should be given awareness before going in to higher education that schools ensure to quality of education to all the sectors of the students. Quality of education depends on provide to good infrastructure in schools. In the current scenario government introduced more welfare schemes to school students; it is reduced to drop-out rates in school level. The biggest challenge before the Government of Tamil Nadu is to create awareness and sensitization among people of all societies, especially in rural areas about the needs of women enrollment of higher education and reduce to the dropout rates in school and college level.

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# A Study on Environmental Awareness and Ecological Behaviour among Arts and Science College Students in Kanyakumari District

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*Environmental education is learning process that increases people's knowledge and awareness about the environment. Environmental awareness helps the individuals to acquire an awareness of total environment and its allied problems. Behavioural consequences such as levels of pollution, resource savings, and energy quantities, rather than human behaviour, should be the prime targets in the environmental domain. This study examines the relationship between the environmental awareness and ecological behaviour of arts and science college students. Survey research was conducted on 300 female arts and science college students. Results shows that a positive correlation was found between environmental awareness and ecological behaviour.*

Keywords: Knowledge, Understanding, Environment and Problems.

## Introduction

Environmental education deals with man's relationship with his natural and man-made surroundings. It also deals with the dynamics of the physical,

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biological, socio economic, political and technological dimensions. Environmental Awareness is a state of being conscious about environment. It may be defined as to help the individual to gain variety of information and experiences to acquire basic knowledge and understanding of environment and problems associated within. The environmental consequences of a behaviour either go unnoticed or are not taken into account by a person, to what extent can subjective measures, such as environmental concern, values, and attitude, be predictive of whether or not that behaviour is performed. Behaviour measures in the environmental domain have to address issues that go well beyond the quality indicators psychologists commonly use, such as construct, concurrent, predictive, discriminates, and external validity.

### Need and Significance of the Study

Environmental Awareness is the ability to understand the problems of environment through the relevant to the society and its individuals to solve these environmental problems. The Government and Various non-Government organizations are adopting different strategies to promote awareness on different strategies should be established as an integral part of any major programmer of environmental awareness. The study is primarily concerned with us to what extent that the students have the knowledge and involvement in the environmental issues and environmental situations. The Scope of the study is also concerned with the improvement of quality of life of students. So, the investigator wants to find out the relationship between Environmental Awareness and Ecological Behaviour of Arts and Science College students.

### Objectives of the Study

The objectives of the present study are

- To find out the significant difference between the Arts and Science college students in their Environmental Awareness based on gender.
- To find out the significant difference between the Arts and Science college students in their Ecological Behaviour based on locality.
- To find out the significant difference between the Arts and Science college students in their Ecological Behaviour based on gender.

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- To find out the significant difference between the Arts and Science college students in their Ecological Behaviour based on the locality of college.
- To find the significant relationship between environmental awareness and ecological behaviour of Arts and Science College students.

### Hypotheses of the Study

Hypotheses of the present study are

- There is no significant difference between the Arts and Science college students in their Environmental Awareness based on gender.
- There is no significant difference between the Arts and Science college students in their Environmental Awareness based on locality of college.
- There is no significant difference among the Arts and Science college students in their Ecological Behaviour based on gender.
- There is no significant difference among the Arts and Science college students in their Ecological Behaviour based on their locality of college.
- There is no significant relationship between environmental awareness and ecological behaviour of Arts and Science College students.

### Method Used for the Present Study

The investigator has used survey method to study the relationship between the environmental awareness and ecological behaviour of Arts and Science College Students.

### Population and Sample

Population for the present study comprises of arts and science college students from various Colleges in Kanyakumari District. The sample of the present study consists of 300 Arts and science college students from ten Colleges.



## Description of the Tool and Data Collection

Environmental Awareness Scale consists of 61 items of multiple-choice type statements seeking the College student's response. Ecological Behaviour Scale consists of 46 items of statements seeking an alternative among three from the college students. For the purpose of collecting data the investigator has selected 10 colleges in Kanyakumari District.

analysis of data

H1: There is no significant difference between the Arts and Science college students in their Environmental Awareness based on Gender.

Table - 1  
Environmental Awareness of Arts and Science College Students Based on Gender

Gender	Number	Mean	SD	't'	P	Remark
Male	43	173.16	15.175	0.008	0.014	S
Female	257	173.15	11.371			

The obtained 't' value (0.008) is significant at 0.05 level. Hence the null hypothesis is rejected. This shows that there is significant difference between the Environmental Awareness on Arts and Science college students based on gender.

H2: There is no significant difference between the Arts and Science college students in their Environmental Awareness, based on Locality of college.

Table -2  
Environmental Awareness of Arts and Science College Students Based on Locality

Locality	Number	Mean	SD	't'	P	Remark
Rural	270	173.29	12.286	0.603	0.040	S
Urban	30	171.90	8.535			

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The obtained 't' value (0.603) is significant at 0.05 level. Hence the null hypothesis is rejected. This shows that there is significant difference between the Environmental Awareness on Arts and Science college students based on locality.

H3: There is no significant difference among the Arts and Science college students in their Ecological Behaviour based on Gender.

Table - 3

Ecological Behaviour of Arts and Science College Students Based on Gender

Gender	Number	Mean	SD	't'	P	Remark
Male	43	163.70	21.739	-0.297	0.940	NS
Female	257	164.79	22.498			

The obtained 't' value (-0.297) is significant at 0.05 levels. Hence the null hypothesis is accepted. This shows that there is no significant difference between the Ecological Behaviour on Arts and Science college students based on gender.

H4: There is no significant difference among the Arts and Science college students in their Ecological Behaviour based on Locality of the college.

Table - 4

Ecological Behaviour of Arts and Science College Students Based on Locality

Locality	Number	Mean	SD	't'	P	Remark
Rural	270	163.76	22.852	0.284	0.068	NS
Urban	30	163.53	17.573			

The obtained 't' value (0.284) is significant at 0.05 levels. Hence the null hypothesis is accepted. This shows that there is no significant difference between the Ecological Behaviour on Arts and Science college students based on locality.

H5: There is no significant relationship between Environmental Awareness and Ecological Behaviour among the Arts and Science college students.

Table-5

Relationship between Environmental Awareness and Ecological Behaviour of Arts and Science College Students

Variables	Number	'r'	Level of Significance
Environmental Awareness Ecological Behaviour	300	0.243	0.01 level

As it is shown in the above table Environmental Awareness and Ecological Behaviour of Arts and Science College Students are positively correlated and significant at 0.01 levels. The relationship between the variables may be described as 'low'.

## Findings

- There is significant difference between the Arts and Science college students in their Environmental Awareness based on gender.
- There is significant difference between the Arts and Science college students in their Environmental Awareness, based on Locality of college.
- There is no significant difference between the Arts and Science college students in their Ecological Behaviour, based on gender.
- There is significant difference between the Arts and Science college students in their Ecological Behaviour based on locality.
- There is no significant relationship between Environmental Awareness and Ecological Behaviour among the Arts and Science college students.

## *A Study on Environmental Awareness*

### Interpretation of the Study

On comparing the level of Environmental Awareness of Arts and Science College Students based on Gender it is found that more percentage of Female Students possesses “High Level” of environmental awareness. There is significant difference between the Arts and Science college students in their Environmental Awareness, based on Gender. On comparing the level of Environmental Awareness of Arts and Science College Students based on Locality of college it is found that more percentage of rural Arts and Science College Students possess “High Level” of environmental awareness. It is observed that Arts and Science college students from rural colleges have more dealing with their environment as their parents engage in agriculture. Hence the rural Arts and Science college students tend to develop more Environmental Awareness than the urban Arts and Science College students. There is significant difference between the Arts and Science college students in their Environmental Awareness, based on Locality of college.

### Educational Implication

From the analysis of the present study the investigator wishes to recommend the following.

- The educational planners and administrators have to take necessary steps to improve the environmental awareness and ecological behavior among the Arts and Science College Students.
- To conduct awareness programmes to develop ecological behavior among the Arts and Science College Students.
- Awards may be given to the innovative practices by the Arts and Science College Students.
- Orientation programmes can be conducted to improve environmental awareness and ecological behavior among Arts and Science College Students.

### Conclusion

Environmental Awareness is necessary to know the importance of keeping the environment clean and protecting the earth. It is a state being

conscious about environment. It may be defined as to help the individual to gain variety of information and experiences to acquire basic knowledge and understanding of environment and problems associated with it. Environmental degradation in the form of pollution is unimaginable. As a result of deforestation, there is a change in the global warmth and annual rainfall. All these call for environmental awareness and it is necessary to know the awareness and behavior of the students.

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# Attitude towards Individualization is Behind the Success in Learning Science through Computer Technology

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*Attitude is the dimension of the affective domain and also one aspect of an individual's personality. Attitude is reflected in reactions to events, other individuals, objects, or instruction. Technology has become an integral part of higher education instruction. Those who advocate technology integration in the learning process believe it will improve learning and better prepare students to effectively participate in the 21<sup>st</sup> century workplace. The paper deals with the importance of attitude in learning and also the importance of learning Science through Technology. Computer technologies in education have had a profound effect on the system of education worldwide. Technology allows student to become much more engaged in constructing their own knowledge. Cognitive studies show that attitude and ability are the key factors for successful learning.*

Keywords: Individualization, Computer technology and Positive attitudes.

## Introduction

Technology caters the need of millions of people around the world. It improves the ways of learning and improvised the dissemination of knowledge. It enables learners to sit in a comfort zone and learn when they are mentally

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ready to learn. This individualization in learning makes individuals, lifelong learners and prepares them for the 21<sup>st</sup> century.

### Importance of learning Science through Technology

It allows student to learn at any time any place, any path and any pace. This flexibility is often found to be most successful in independent, motivated learners. Science is a subject in which; sequential content builds upon previously acquired information. So science learning must motivate interest, be meaningful as well as possess purpose (Ediger & Roa, 2012). Interest too is a powerful factor in learning, which might wane if content becomes senseless. Gaps in achievement hinder possibilities of continuous grow in academic discipline of science. As seamlessly as possible pupils must perceive order in learning science. Though the computer learning platform loses the social component; learners gain considerable flexibility in how to meet their learning goals individually and/or collaborate. Learners need to be involved in ongoing activities and experience successful due to interest factor. Many research studies proved that the computer technology is the only remedy which has to be emphasized for in depth learning.

### Need for the study

The implementation of technology seems to be very significant for the developmental process in the educational sector. Though ICTs are potentially powerful tool for extending educational opportunities, meeting learners esteem needs is the salient and a quality reward system is poignant. In this system of learning, learners need to learn upon themselves and trust their own thinking in a collaborative setting. It has to promote quality feelings, attitudes as well as facilitate the acquisition of basic skills. Hence it is very much necessary to measure the attitude of students towards such individualized system of learning through computer technology. In this study; the researcher has used a tool called Attitude towards Individualization in a classroom, where the entire pupil in the classroom has access to the computer for learning science through online.

### *Attitude towards Individualization*

#### Attitude towards Individualization - Description of the Tool

The prejudices against the use of computers for education need to be identified among learners; because the internal environment of the learner may influence, when opportunity to use computers for learning science was provided to them. An inventory was specially prepared to know about the preference of the learner to have individualization of instruction in varying learning situations. The behaviour comprises of co-operative learning, peer tutorial behaviour, social adjustability and concern for other classmates while learning through computer mediated packages. The inventory developed identifies whether the learner is positive or negative in their attitude towards individualized learning. This tool has two dimensions as; positive attitude towards Individualized Instruction

#### Negative Attitude towards Individualized Instruction

This tool consisted of 27 statements, out of which 21 statements are positive and the rest of the statements are negative, for identifying the student's Attitude towards Individualized Instruction.

Table 1. Distribution of Items under Individualized Instruction

No.	Category	Item Numbers	Total
1	Positive attitude towards Individualized Instruction	1,2,3,4,5,6,7,9,10,11,12,14,15,16,18,19,20,21,25,26,27	21
2	Negative attitude towards Individualized Instruction	8,13,17,22,23,24	6

#### Scoring

The scoring for the tool was evolved after discussions with the educational experts. A three-point measurement scale was developed and the respondent had to select and put a tick mark in any one of the column from 1 to 3 (agree, neutral & disagree) as per his Attitude towards Individualized Instruction.

For example, if the student selected first column for a positive item, one mark would be awarded, if he chooses column no.2, two marks would be



given for the same item. If column no.3 was selected, 3 marks would be awarded. For the negative statements, the marks were provided in the reverse order as 3, 2 and 1 for the column no. 1, 2 and 3 respectively. The maximum score possible for the tool Attitude towards Individualized Instruction is 81.

## Hypothesis

When the learners are tested for their Attitude towards individualization, there is no significant difference between the external independent variables with respect to their mean attitude scores.

## The External variables selected

Level of education, Gender, Computer knowledge, Locality of the institution, Educational Environment. To find out whether there is any significant difference between mean scores of different categories of learners in terms of Attitude Towards Individualization, the 't' / F- test is applied and results are presented in the Table: 2

Table: 2

Significance of difference between Mean scores of different categories of learners in terms of Attitude towards Individualization (AT I)

Variables	ATI score			Test	'p'	Significance
	Range	Mean	SD			
Level of education	45-79	64.0	10.0	t-value 1.917	0.0598	NS
	51-79	60.9	08.1			

# Attitude towards Individualization

Locality of the institution	Rural	45-78	64.5	10.2	t-value 0.896	0.3735	NS
	Urban	51-79	66.6	09.0			
Gender	Male	51-79	72.8	05.5	t-value 10.598	0.0001	S
	Female	45-70	57.3	06.2			
Computer knowledge	Nil	45-78	62.7	09.7	F-value 2.090	0.1323	NS
	Basic	51-79	66.0	09.5			
Educational Environment	Doesn't occur	51-79	69.2	09.4	F-value 3.475	0.0371	S
	Stable	45-78	63.5	09.6			

B				
o				
a				
r				
d				
M	51-79	6	10.	
a		3	3	
t		.		
r		8		
i				
c				
C	54-79	7	07	
B		0	.3	
S		.		
E		8		

The above table shows that the differences between mean individualized scores of different categories of learners in terms of Attitude towards Individualization do not attain the level of significance in the categories such as Level of education, Locality of the institution and Computer knowledge.

Table 3: ANOVA

Variables	ATI score	Sum of Squares	Df	Mean Square	F-value	Significance
Computer knowledge and ATI score	Between Groups	381.289	2	190.645	2.090	0.132 (NS)
	Within Groups	5654.311	62	901.199		
	Total	6035.600	64			
Educational environment and ATI score	Between Groups	608.398	2	304.199	3.475	0.037 (NS)
	Within Groups	5427.202	62	087.536		
	Total	6035.600	64			

### *Attitude towards Individualization*

In Gender category, the mean scores for male and female differ significantly at 1% level. The mean individualized scores of students based from different school environment differ significantly at 5% level of significance.

### Findings

When the learners are tested for their Attitude towards individualization, the mean individualized scores will not be significantly different, for the following external independent variables such as, Level of education of the learner, Locality of the institution and computer knowledge and there is significant difference in the cases like Educational environment and Gender of the learner. The performance of students who use computer technology for learning mostly depends on the internal factors like Aptitude and Attitude as proved by the earlier research (Liu and Che-Hao, 2008; Seery, Michael. 2009). Aptitude is the cognitive factor for readiness in learning and for integration of knowledge. In this study, most of the learners' attitude towards the internal factor individualization is positive, and they prefer individualization and hence, there exists no significance among the various group of learners' in terms of their mean score. It is inferred that the male and female learners are significantly different in their Attitude towards individualization, The learners from different school environment also differ in their Attitude towards Individualization

### Conclusion

The implementation of technology seems to be very significant for the developmental process in the educational sector. In this system of learning, learners need to learn upon themselves and trust their own thinking in a collaborative setting. This system of learning has promoted quality feelings, attitudes as well as facilitate the acquisition of basic skills in learning science. Hence it is concluded that, those who advocate technology integration in the learning process believe it will improve learning and better prepare students to effectively participate in the 21<sup>st</sup> century workplace

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## Ayyankali as a Dalit Leader

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*The emergence of Ayyankali as a leader of 'lower' castes of Travancore, a princely state of south Kerala, during the beginning of the 19<sup>th</sup> century is a land mark in the social history of Kerala. The first ever reformer that the Kerala society produced from the Dalit society was Ayyankali. He was the first Dalit revolutionary who organised the untouchable masses and fought for their human dignity and rights. As a youth he started his rebellion against ban on the entry into public streets by the Dalits. From there he moved on physically organizing the untouchable masses. He succeeded in facing the rash of the Kerala upper castes and in achieving at least some basic rights of the poor and untouchable masses that society. He more important given to education also. He demanded in the assembly that government schools should be thrown open to the Dalit children. The government was slow to move in this direction but it was not totally indifferent to his aspirations. He was changing the social structure of Dalit people.*

**Keywords:** Dalit, Rebel, Legislative, Trinning and Children.

### Introduction

Even during the second half of the 19<sup>th</sup> century, the living conditions of the Dalits in Travancore had not undergone any fundamental change. The powers had always squeezed and extracted the labour of the Dalits whose bonds with the soil went back to several centuries. These sons of the soil were always at the bottom of the social hierarchy during both the colonial and pre-

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colonial times, never acquiring material resources or power. Consequently, they could never gain economic or social status.

Though the Dalits were the primary producers in agriculture they had no rights over the land. The public sphere formed in Kerala during the second half of the 19<sup>th</sup> century raised its voice against caste and social inequalities.

These voices of dissent came primarily from the upwardly mobile middle class of the Ezhavas, Syrian Christians, and Nairs. They strived hard to create public opinion for the protection of their vested interests. The articulators of the public sphere were not even ready to consider the Dalits as a part of the entity called 'public'. Consequently, Dalits could not find representation in the emerging public sphere nor generate public opinion. It was in such a situation that Ayyankali became the Dalit voice of rebellion in the Social milieu of Kerala.

### Early life of Ayyankali

Ayyankali was born to Ayyan and Mala on August 1863 in Venganoor, a small village 13km north of Thiruvananthapuram. He was the eldest of eight children. His father Ayyan was the Adiyalan of Panangott Ottilathu Parameswaran Pillai and would spend all his time for his Janmi (landlord). In appreciation of his loyalty, Parameswaran Pillai benevolently gave five acres of land to him, and thus Ayyan could lead relatively a better life than most other Pulayars. Yet, he too persuaded his children to engage in agriculture.

Since his childhood he had experienced its brutalities firsthand and this made him think about subjugation made him take a stand against the oppressors, especially against the powerful nairs. Ayyankali had the boldness to face any type of threat from the caste-Hindus. This boldness and courage earned him many friends from his own caste. He made use of this small band of friends and created a 'public sphere' among the Pulayar youth.

At the end of a day's job, Ayyankali and his friends would gather a public place and spend their time singing folk songs of social protest and dancing to it. Because he was an energetic, bold youth Ayyankali became highly popular among his friends within a short time- span. They called him Urpillai or Moothapillai with respect. In 1888, Ayyankali married Chellamma, with whom he had seven children.

Ayyankali Pada

### *Ayyankali as a Dalit Leader*

Ayyankali behaved like a rebel. He organized a group of Pulayar young men and wandered about with them. Whenever they got an opportunity to attack, challenge or threaten the 'upper' castes they did it well. Ayyankali even invited Asans from outside of Venganoor to provide martial training to his men. Thus, he formed a small group of energetic youth who were ready to take any risk and bear the consequences for the sake of their people. They were popularly known as Ayyankali Pada.

### **Villuvandi Violation**

A notable event of his early social activism was his forceful entry into the caste-Hindu 'public sphere'. The 'lower' castes and the Dalits were denied entry into public roads and streets that were reserved for the 'upper' castes. Anybody violating this caste code (jatimaryada) was punished severely. In such a social milieu, Ayyankali wilfully violated this diktat in 1893 by travelling through a public road in a Villuvandi (bullock cart) that was used only by the upper castes. The act of a Pulayar buying a Villuvandi was in itself a violation of the social codes of his time. One morning he set off from his home in the Villuvandi. Nairs came to know that Ayyankali was traveling by a new cart and he was dressed like a Nair at the time of his entry into the public road.

This irritated the Nairs because dress was a powerful signifier of the jati identity. Some furious Nair men tried to block his cart but those detractors ran away when he jumped out of the cart with a dagger in his hand. Thus, he continued his historical journey through all the 'forbidden' roads and returned home. Moreover, he could redefine the Dalit body in the changed social milieu of 19<sup>th</sup> century. This shows the immense influence enjoyed by the rebellious ideas of Ayyankali and its widespread welcome and success among the downtrodden masses. The Establishment of the Sadhu Jana Paripalana Sangam: (sjjj)

The formation of the Sree Narayana Dharma Paripalana Yogam, the Nair Service Society, the Namboodiri Yogakema Sabha and the Muhammodiya Sabha influenced Ayyankali. The Ezhava movement or the eloquent speeches and humanitarian activities of a lower caste oraganisation named Sadhu Jana Paripalana Sangam (SJPS), on the model of Sree Narayana Dharma Paripalana Yogam. The Sadhu Jana Paripalana Sangam (SJPS) was formed under Ayyankali's leadership in 1907.

The organization was not meant for any single caste but it unified all depressed servile people (*sadhu janam*). Thus, Ayyankali was successful in creating a platform for the Dalits for the first time. Ayyankali established the Sadhu Jana Paripalana Sangam with a view of activating his community to seek the path of progressive change and reform. He enlisted some began the first step towards the social emancipation of his brethren.

There were violent clashes on several occasions but Ayyankali was bent upon putting an end to the obsolescent practice of social discrimination. The militant attitude of this fearless fighter had telling effect, and the case Hindus were forced to move in accordances with the social change of the time.

The Sadhu Jana Paripalana Sangam also played an important role in the contemporary social movements. The SJPS and its activities can be considered the genesis of the emergence of modern Dalit consciousness in Kerala. But after the death of Ayyankali, there were differences of interest among his followers, which invited split in the organisation.

This led to the formation of the Pulayar Maha Sabha, Cheramar Sangham, Ahakrita Varga league and the like. The SJPS brought solidarity among the depressed castes and unified them under the title of *sadhu janam* their welfare. One of the first things that Ayyankali achieved through the Sangam was the enforcement of six-day work in a week for the untouchables, a revolutionary step in those days.

### Ayyankali as a member of legislative assembly

Ayyankali political career as a member of the Sree Moolam Popular Assembly. Owing to the efforts of Ayyankali, the Pulayas and other backward classes became conscious of their political and civil rights. In recognition of Ayyankali leadership as a virulent social activist, he was nominated to the Sree Moolam Popular Assembly by the Travancore Government.

As a member of the Assembly, Ayyankali incessantly demanded measures for the uplift of the Dalits. He entered the popular assembly of Travancore with the intention of submitting a long list of demands drafted and signed by the members of the SJPS.

The list contained demands such as right to obtain and possess land, due share in the government entry into schools, and prohibition of social evils such as untouchability, unapproachability, unseeability and slavery, apart from



### *Ayyankali as a Dalit Leader*

securing the right to enter public offices, courts etc. Ayyankali stated that the real cultivator should be the real owner of the land. Ayyankali was the first leader among the social reformers and political thinkers in Kerala, who raised the slogan 'land for the tillers.

As a result of endeavours, various backward communities organized under their own caste organizations and demanded political and civil rights. In contemporary Kerala, untouchability and unapproachability have practically disappeared. The Dalits are enjoying freedom of worship. Special protection is afforded to them to come up in the social scale. They have been completely freed from the caste restrictions of the past. By availing themselves of those opportunities, the Dalits have slowly, but steadily, come up. His efforts did not go unrewarded. The government very often took a lenient attitude towards his demands and suggestions.

### The Ayyankali led struggle for Education

Even though Ayyankali was an uneducated leader among the Pulayas, he knew that education was a deciding factor for the development of the social progress of the Dalits. Ayyankali decided to put forward the SJPS demand for the right to education. He gave importance to the struggle to acquire the right to education because modern education was the passport to enter into the public sphere that dominated by educated 'upper' castes. Ayyankali with the support of the SJPS, led a number of agitations to gain the right to education and to make the Dalits also benefit because of the liberal space created by colonial modernity.

Dalits had to undergo several challenges from the 'upper' castes in order to attain these goals. Soon after the government order of 1910 that provided for the education of the Dalits, Ayyankali went to Uruttambalam School in Balaramapuram seeking admission for Panchami, daughter of Poojari Ayyan. But the headmaster was not willing to admit her. This led to clashes between the Pulayars and Nairs which escalated into a major riot.

The Nairs set fire to Pulayar homes, took away their livestock, molested the Pulayar women and inflicted injuries on the men. Even the Ezhavas joined hands with the caste Hindus against the Dalits. Almost as a culmination of the riot, the Uruttambalam School was set afire. The riot spread to nearby places such as Marayamuttam, Venganoor, Perumbazhathur, Kunnathukal and so on. These struggles for human rights were rendered in the

state manuals and historical records as the “Pulaya riots”. Finally, his hard work so many schools were permit to Dalit people. The number of Pulayar children going to school had almost 60% increase within a year. He also important given to Women Education also.

## Conclusion

In the concluding the whole work of Ayyankali is evaluated. The impact of Ayyankali's work is felt throughout Kerala. He was the source of inspiration for the Millions of Dalits was a symbol of institution for a social equality. He was the Great Son of India who dedicated his whole life for social virtue. He was so great that he could not be compressed within the limits of Kerala. Even today, his ideas and activities have much relevance than before. He was not only the leader of the untouchable but also uncompromising commander-in-chief of the struggle of the labouring classes.

He was the most progressive and powerful leader among the great leaders of that time. Ayyankali created a situation which made the Dalits to get access to education. Education being the road to progress, he gave due importance to this aspect and won the battle after sustaining many set-backs he tried to inject a sense of self respect among them, and the educated youth were the first to relies it. The leadership and initiative of Ayyankali, and the whirl wind campaign that the undertook for the social elevation and modernization of the Dalit community, are core factors in the social history of Kerala.

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# Corporate Disclosure Practices of Indian Companies: Evidence from Banking Sector

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*Corporate disclosure is a process through which a corporate entity communicates business and financial information to their stakeholders. The study is an attempt to study the recent developments and their extent of disclosure in the annual reports of the banking companies in India. The study was based on the secondary data. The corporate annual reports of all the banking companies from the S&P CNX Nifty were analyzed by using a disclosure index. The present study revealed that all the selected firms the disclosure level of Indian banks were very poor. The main reason behind that was due to the voluntary nature of disclosure. But the increased rate of voluntary disclosure will increase the transparency of the annual reports published by companies. Thereby it will enhance the confidence of the stakeholders and the value of the firm. Therefore, the companies should be making aware of the benefits of improved voluntary disclosure. The reformers should also try to improve disclosure by converting some important voluntary disclosure items to mandatory. Assessment is one of the most important elements of teaching-learning process; the educational, emotional, and formative ramifications of judging students' work can weigh heavily on the mind of a teacher. There are differences of opinion among the educationists, researchers and policy makers on the meaning of assessment and its purposes.*

**Keywords:** Financial, Voluntary, Disclosure, Practices and Banking Sector.

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Corporate disclosure is a process through which a corporate entity communicates business and financial information to their stakeholders. A strong, informative and transparent system of corporate disclosure is of very important for the efficient and effective allocation of resources as well as integrity of financial markets. Corporate reporting has a very important role in the growth and development of every business and economy of all nations.

Nowadays corporate disclosure has assumed greater importance as the after effects of global financial crisis and more retail and institutional investors entered in the annual reports of companies which are listed in the stock exchange. The recent developments in corporate financial reporting indicate a greater emphasis on better voluntary disclosures by the companies regarding their performance and state of affairs. Many new areas have been included in the annual reports of the major Indian companies recently.

Corporate disclosure may be defined as communication of published financial statements and related information from a business organization to the external parties such as shareholders, creditors, customers, government authorities and the public. It is a total communication between a company and a group of users.

Corporate annual report is considered as the most effective means of communication to the various user groups and carries the relevant financial and non- financial information about the corporate performance (Lal, 1985). Annual report today is not simply a means of communication; it is now being regarded as a vehicle of building and enhancing corporate image. Therefore, the inclusion of the useful voluntary information will add more value to it. It will also reflect to what extent corporate unit is concerned with transparency in its activities. The study is an attempt to study the recent developments and their extent of disclosure in the annual reports of the banking companies in India.

## Objectives of the Study

The objectives of the study are:

- To study the recent developments in corporate disclosure practices of Indian companies.

### *Corporate Disclosure Practices of Indian Companies*

- To study the extent of these disclosures in the annual reports of banking companies.

### Review of Literature

Some of the studies on the extent of disclosure are follows:

Roshna (2012)<sup>1</sup> made an attempt to analyze the voluntary disclosure practices of the selected Indian companies from 2002-2004. The annual reports of 160 companies from the BSE 500 were analyzed using an unweighted disclosure index having 92 items of information. It revealed that the companies disclosed financial, non- financial and strategic information more or less same in their annual reports. It was also found that company size, profitability and international listing were positively associated with the extent of disclosure.

Kaur and Narang (2010)<sup>2</sup> explored the extent of economic value added (EVA) disclosure made by Indian companies. For this purpose they analyzed the corporate annual reports for a period of five years from 2004 to 2008. It was found that among the selected 500 India's largest companies, just 37 companies specifically mentioned EVA. More than 90 per cent of Indian companies did not report EVA in the annual reports.

Nangia (2005)<sup>3</sup> examined the disclosure practices of ten domestic companies and ten multinational companies operating in India for a period of ten years 1992- 2001. The analysis of the disclosure index of 106 items of information revealed that the average disclosure score of domestic companies are higher than that of MNCs. There was no association between the variables such as company size and profitability and the extent of disclosure.

Cooke (1989)<sup>4</sup> reported on the extent of corporate annual report disclosure in Sweden. Annual reports of 90 companies for the year 1985 were analyzed by using an unweighted disclosure index having 224 items of information. It was found that the range of disclosure varied from 24 to 78 per cent. Majority of the companies had a disclosure score of 50 per cent or above.

Chow and Wong- Boren (1987)<sup>5</sup> reported the extent of voluntary financial disclosure by a set of 52 Mexican companies. The analysis of unweighted index of 24 items revealed that the company's disclosure score varied from 0 to 17 with a mean of 7.86. The weighted index ranged from 0-

### Shijina

79.37 and mean 38.25. So many studies have been conducted in the field of corporate disclosure practices, extent of EVA reporting, voluntary reporting, etc. But none of the studies have been conducted for studying the extent of recent developments in the corporate disclosure practices.

## Methodology

The study was based on the secondary data such as books, journals, and websites and so on. Annual reports of the selected companies were the major data source. The annual reports were collected from the company websites. All the banking sector companies among the 22 sectors in the S&P CNX Nifty were selected for the present study. Judgment sampling was used to select the sector and the sample size was six.

Table 4.1

<i>Company Name</i>	Free Float Market Capitalization	
	<i>Market (Rs Cr)</i>	<i>Weight</i>
<i>ICICI Bank Ltd</i>	122051	6.77
<i>HDFC Bank Ltd</i>	114230	6.34
<i>State Bank of India</i>	57761	3.21
<i>Axis Bank of India</i>	29520	1.64
<i>Bank of Baroda</i>	13424	0.75
<i>Punjab National Bank</i>	11181	0.62

Source: S&P CNX Nifty as on September 28, 2012

## The Recent Developments

The study selected only three developments such as Value Added Statements, Human Resource Accounting and Economic Value Added. There are other many developments in the corporate disclosure practices. But they are not included in the present study.

Value Added Statement shows the value created or generated and the distribution of it to interested groups such as employees, shareholders, promoters of capital and the government. Value added statement is a modified version of the profit and loss account and income. It includes the rewards of a

### *Corporate Disclosure Practices of Indian Companies*

much wider group than just the shareholders. Thus value added is a better measure for evaluating the performance and the efficiency of an enterprise than the profit figure disclosed by conventional profit and loss account. Value Added Statement are useful to external users of annual reports in making economic decisions and could lead to better predictions of a company's future earnings.

Human Resource Accounting (HRA) is a process of measuring and reporting the human resources of an organization. It is significant from the perspective of investors and other external users of the annual reports. The inclusion of HRA in published annual reports is useful in predicting future performance and also in assessing the management's preparedness to meet future challenges and opportunities.

Economic Value Added (EVA) is a new concept being applied to understand and evaluate financial performance. It represents the value added to the shareholders by generating operating profits over and above the cost of capital employed in the business.

## Discussion of the Results

For the purpose of analysis, annual reports for the year 2011- 2012 were used as the main source of data. An unweighted disclosure index was used to analyze the extent of mandatory and voluntary disclosure practices. The contents of annual reports were examined and a score is given in the form of 1 and 0. If the disclosure item is present, then a score of 1 is given and if the item is not present then a score of 0 is entered as score.

### The Extent of Disclosure

For the purpose of analysis, annual reports for the year 2013- 2014 were used as the main source of data. An unweighted disclosure index was used to analyze the extent of recent developments of corporate disclosure practices. The content of annual reports was examined and a score is given in the form of 1 and 0. If the disclosure item is present, then a score of 1 is given and if the item is not present then a score of 0 is entered as score.



Table 6.1  
The Extent of Disclosure

Company Name	ICICI	HDFC	SBI	Axis	Bank of Baroda	PNB	Total
<i>Items of Disclosure</i>							
<i>Economic Value Added</i>	0	0	0	0	0	0	0
<i>Value Added Statement</i>	0	0	0	0	0	0	0
<i>Human Resources Accounting</i>	0	0	1	0	0	0	0
<i>Total</i>	0	0	1	0	0	0	0

Source: Annual Reports 2013-2014.

From the table 5.2 it is clear that none of the banks disclosed economic value added and value added statement for the year 2013-14. Out of the six banks, only one of them have disclosed about human resource accounting. The results indicated that the disclosure level of Indian banks were very poor in reporting recent trends of the corporate annual reports.

## Conclusion

The present study revealed that all the selected firms the disclosure level of Indian banks were very poor. They have disclosed all of mandatory disclosures. The main reason behind that was due to the voluntary nature of disclosure. But the increased rate of voluntary disclosure will increase the transparency of the annual reports published by companies. Thereby it will enhance the confidence of the stakeholders and the value of the firm. Therefore, the companies should be making aware of the benefits of improved voluntary disclosure. The reformers should also try to improve disclosure by converting some important voluntary disclosure items to mandatory.

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