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ARULMIGU KALASALINGAM COLLEGE OF EDUCATION

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Affiliated to Tamil Nadu Teachers Education University, Chennai)**

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**A STUDY ON HOME ENVIRONMENT AND SOCIAL INTELLIGENCE OF HIGHER
SECONDARY STUDENTS**

¹P. Maheswari,
²Dr. S.Anandaraj

Abstract

The intention of this research is to study the home environment and social intelligence of higher secondary students. In order to study this problem, the survey method was used to collect the data. The population of the present investigation is all the higher secondary school students studying in Tenkasi and Tirunelveli districts, Tamil Nadu. From the population, 320 students were randomly selected as the sample for the study. Finding reveals that the level of home environment and social intelligence of higher secondary students are found to be moderate with regard to gender. There is a significant difference between male and female students in their home environment and social intelligence. It also shows that, there is a significant relationship between home environment and social intelligence of higher secondary students.

Key words: Home environment, Social intelligence, Higher secondary Students

Introduction

Education is that light which expels darkness from life and focuses attention in all round development of the child. It involves interaction between the pupil, the teacher and the social environment. The purpose of education is to create right relationship, not only between individual, but between the individual and society. For the intellectual development of the student has been made by way of students provision has been made by way of teaching subjects like language, science, mathematics and social studies. For further development of the physical emotional and other aspects of the students has been made for work experience community service health and physical education and other activities. But in the 21st century due to advancement of science and technology the life style of individual's changes in a greater extend which cause many psychological problems by which the youth become socially not adjustable. Social intelligence may be the most essential for predicting a fulfilling successful life. It includes an awareness of situations and the social dynamics that govern them and knowledge of interaction style and strategies that can help a person achieve his objectives in dealing with others. It also involves a certain amount of self – insight and a consciousness of one's own perceptions and reaction patterns.

Need and significance of the study

Home environment has a very important role in making socially adjustable. If an adolescent cannot adjust properly in his social environment then he/she has got frustrated and comes under stress. Therefore, by this problem the adolescence period, individual may be diverted into their mind and commit wrong attempts. In this regards home environment plays an important role. It has been seen from the study that children who come from home that provide supportive and enriched environment have better social relationship as compare to the children coming from poor home environment. The family nurtures the individual and prepares him for his role and functions in society. Consciously or unconsciously the home environment moulds the behavior, personality, and attitude, level of aspiration, aptitude of the family structure may and does vary from society to society, the central focus of family activities everywhere are child – bearing and initial induction of the child into the culture of a given society in short, socialization. It has been clearly seen that the age of old structure of joint family has now been broken down under the stress of industrialization, social economic together with political factor and legal compulsions. In this context the investigator wished to find the relation between home environment and social intelligence of higher secondary students.

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Objectives of the Study

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

1. To find out the level of home environment and social intelligence of higher secondary students.
2. To find whether there is any significant difference between male and female higher secondary students in their home environment and social intelligence.
3. To find whether there is no significant relationship between home environment and social intelligence of higher secondary students.

Hypotheses

1. There is no significant difference between male and female higher secondary students in their home environment and social intelligence.
2. There is no significant relationship between home environment and social intelligence of higher secondary students.

Methodology

The researcher used survey method for the present study. For data collection, the investigator used "Home Environment scale" was prepared and standardized by Femina and Ranjithkumar in the year 2017 and "Social intelligence scale" comprises of 46 statements, which was developed and validated by Maheswari (investigator) and Anandaraj (Research supervisor) in 2019. The investigator has selected the sample by simple random sampling technique for the present study. It comprises of 320 higher secondary students studying in Tirunelveli and Tenkasi districts. The data were analysed using Mean, Standard Deviation, 't' test and correlation.

Analysis of the Data

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

Table 1
Level of Home Environment and Social Intelligence of Higher Secondary School Students with Respect to Gender

Variable	Home environment						Social intelligence					
	Low		Average		High		Low		Average		High	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	32	19.5	116	70.7	16	9.8	19	11.6	104	63.4	41	25.0
Female	16	10.3	106	67.3	34	21.8	34	21.8	113	72.4	9	5.8

It is inferred from the above table that, 19.5% of male students have low, 70.7% of them have moderate and 9.8% of them have high level of home environment. 10.3% of female students have low 67.3 % of them have moderate and 21.8% of them have high level home environment. 11.6% of male students have low, 63.4% of them have moderate and 25.0% of them have high level of social intelligence. 21.8% of female students have low, 72.4% of them have moderate and 5.8% of them have high level social intelligence.

Ho1: There is no significant difference between male and female higher secondary students in their home environment and social intelligence.

Table 2
Difference Between Male and Female Higher Secondary Students in their Home Environment and Social Intelligence

Variable	Group	Mean	SD	't' Value	Remarks
Home environment	Male	55.89	5.676	3.945	S
	Female	58.30	5.255		
Social intelligence	Male	87.83	30.137	5.706	S
	Female	71.57	20.062		

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

It is inferred from the above table there is a significant difference between male and female higher secondary students in their home environment. While comparing the mean scores of male and female students, female students (mean=58.30) are better than the male students (mean=55.89) in their home environment.

It also shows that, there is a significant difference between male and female higher secondary students in their social intelligence. While comparing the mean scores of male and female students, male students (mean=87.83) are better than the female students (mean=71.57) in their social intelligence.

Ho2: There is no significant relationship between home environment and social intelligence of higher secondary students.

Table 3
Relationship between Home Environment and Social Intelligence
of Higher Secondary Students

Variables		Calculated 'r' value	Table 'r' value	Remarks
Home environment	Social intelligence	0.418	0.113	S

It is inferred from the above table that there is a significant relationship between home environment and social intelligence of higher secondary students.

Findings of the study

The findings derived from the study are:

1. The level of home environment and social intelligence of higher secondary school students are found to be moderate with respect to gender.
2. Female students are having better home environment than the male students. Male students are better than the female students in their social intelligence.
3. There is a significant relationship between home environment and social intelligence of higher secondary students.

Educational Implications

Female students are having better home environment than the male students. This may be due to the fact that, female students are having the nature to understand feelings of their family members and they can share everything to their parents for seeking help and care from them. Male students are better than the female students in their social intelligence. This may be due to the fact that, the male students have the freedom to express their feeling and thoughts. They have the some societal responsibility to care the family. So they have capacity to know about himself and to know need of the others. There is a significant relationship between home environment and social intelligence of higher secondary students. This may be due to the fact that, among the various social groups the home occupies the first and the most significant place for the development of the individual. Home environment is a significant prediction of mental development and at the same time the home is of extraordinary importance in the development of social intelligence. Based on the finding we recommend that, The school authorities should conduct periodical orientation programme for parents regarding the need for providing better home environment to their children. Teachers should analyse the students' home environment factors and they should help their students by the ways of improving social intelligence for improving habits.

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A STUDY ON ENVIRONMENTAL AWARENESS OF XI STANDARD STUDENTS

¹ Mrs. R.Madaselvi² S. Jesu Amala Dasan**Abstract**

This study has been conducted to investigate to find out the level environmental awareness of XI standard students. 300 students has been taken from Sriviliputhur Taluk of higher secondary school. The random sampling technique was used in this study. Environmental awareness questionnaire prepared by the investigator was used in this study. Survey method was employed in this study. The data was analyzed statistically by using mean, standard deviation, 't' test. This study revealed that "most of the students have moderate level of environmental awareness. Also this study revealed that, i) 17.4% of the male students have low, 67.4% of them have moderate and 15.3% of them have high level of Environmental awareness of XI standard students. ii) 13.5% of the female students have low, 67.9% of them have moderate and 18.6% of them have high level of Environmental awareness of XI standard students. iv) There is significant difference in Environmental awareness of XI standard students with reference to gender. From the findings of this research, researchers concluded that it is necessary to develop environmental awareness among XI standard students. Also, it is the duty of our teachers nurtures the students to improve their environmental awareness for healthy living of the society.

Introduction

Environment has been defined as the sum total of all conditions and influences that affect the development and life of organisms. Environment is interwoven in day-to-day life of human beings and as such man plays a great role in preserving and improving the environment for the sake of development for a better future. However, lopsided developmental activities are accelerating the pace of environmental degradation. This accounts for scarcities of natural resources, which subsequently threaten the sustained productivity of the economy, economic production and consumption activities. The environmental consequences of development tend to offset many benefits that may be accruing to individuals and to societies on account of rising incomes. There are direct costs on the health of individuals, their longevity and on the quality of life on account of deterioration in environmental quality. More importantly the environmental damage can also undermine future attainments and productivity, if the factors of production are adversely affected.

Therefore, for a sustainable economic development, every country need to follow a stringent environmental policy where people will be responsible for ensuring long- term development, sustainability and suitability of efforts, and the ultimate success of projects at mobilizing local resources for meeting local needs and concerns.

Given the overwhelming emphasis being placed on the sustainability of development, it is crucial that environment education be placed at the center stage in the developmental activities. Indeed environmental education must be accepted as a prerequisite for sustainable development and suitable programmes must be chalked out through formal and non-formal system. Everything that surrounds us may collectively be termed as environment. The air, which we breathe, the soil on which we stand, water living and non-living things around constitutes the environment. Environment has influenced and shaped our lives since time immemorial. It gives food to eat, water to drink, air to breathe, and all necessities of day-to-day life.

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Significance of the Study

Environmental awareness is to understand the fragility of our environment and the importance of its protection. Promoting environmental awareness is an easy way to become an environmental steward and participate in creating a brighter future for our children. Environmentalism is an ideology that evokes the necessity and responsibility of humans to respect, protect, and preserve the natural world from its anthropogenic (caused by humans) afflictions. Environmental awareness is an integral part of the movement's success. By teaching our friends and family that the physical environment is fragile and indispensable we can begin fixing the problems that threaten it. There are many environmental issues in India. Air pollution, water pollution, garbage, and pollution of the natural environment are all challenges for India. The situation was worse between 1947 through 1995. According to data collection and environment assessment studies of World Bank experts, between 1995 through 2010, India has made one of the fastest progress in the world, in addressing its environmental issues and improving its environmental quality. Still, India has a long way to go to reach environmental quality similar to those enjoyed in developed economies. Pollution remains a major challenge and opportunity for India. The children and youth of India have a major role to play in realizing the importance of preserving the natural resources and in creating a better India. Keeping this view in mind, an attempt has been made in this study to test the knowledge level. On the above basis the investigator wishes to study on environmental awareness of xi standard students.

Objectives of the Study

1. To find out the level of Environmental awareness of XI standard students.
2. To find out the level of Environmental awareness of XI standard students with reference to gender.
3. To find out whether there is any significant difference in environmental awareness of XI standard students.

Methodology

The investigator has adopted random sampling. Survey method was used to study environmental awareness of XI standard students in Srivilliputhur taluk

Population and Sample

The population for the study consists of all the XI standard students studying in Government, Aided and Private schools of Srivilliputhur Taluk. The investigator has used simple random sampling technique. Ten schools in Srivilliputhur Taluk were randomly selected. In total the sample consists of 300 XI standard students from the schools of Srivilliputhur Taluk.

Tool

Environmental awareness questionnaire was prepared by the investigator.

Data Interpretation

Data were collected using the questionnaire of environmental awareness and analysis done by using SPSS.

Data Analysis

The collected data were analyzed using mean, standard deviation, significance test

Analysis of Data

Null Hypothesis -1

The level of Environmental awareness of XI standard students is moderate.

Table 1.1
Level of Environmental Awareness of XI Standard Students

Low		Moderate		High	
Count	%	Count	%	No.	%
46	15.3	203	67.7	51	17.0

It is inferred from the above table that, 15.3% of have low, 67.7% of them have moderate and 17.0% of them have high level of Environmental awareness of XI standard students.

Null Hypothesis -2

The level of Environmental awareness of XI standard students with reference gender is moderate

Table 1.2
Level of Environmental Awareness of XI Standard Students with Reference to Gender

Gender	Low		Moderate		High	
	No.	%	No.	%	No.	%
Male	25	17.4	97	67.4	22	15.3
Female	21	13.5	106	67.9	29	18.6

It is inferred from the above table that, 17.4% of the male students have low, 67.4% of them have moderate and 15.3% of them have high level of Environmental awareness of XI standard students. 13.5% of the female students have low, 67.9% of them have moderate and 18.6% of them have high level of Environmental awareness of XI standard students.

Null Hypothesis -3

There is no significant difference in Environmental awareness of XI standard students with reference to gender

Table 1.3
Difference in Environmental Awareness of XI Standard Students with Reference to Gender

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	144	74.8958	15.06337	2.434	S
Female	156	77.2949	13.91690		

It is inferred from the above table that calculated 't' value (2.434) is greater than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference in Environmental awareness of XI standard students with reference to gender.

Major Findings

- 15.3% of have low, 67.7% of them have moderate and 17.0% of them have high level of Environmental awareness of XI standard students.
- 17.4% of the male students have low, 67.4% of them have moderate and 15.3% of them have high level of Environmental awareness of XI standard students.
- 13.5% of the female students have low, 67.9% of them have moderate and 18.6% of them have high level of Environmental awareness of XI standard students.
- There is significant difference in Environmental awareness of XI standard students with reference to gender.

Interpretation

The 't' test result shows that there is significant difference in Environmental awareness of XI standard students with reference to gender. The mean values of female students are better than the male students in their environmental awareness. This may be due to the fact that the female students may have better knowledge, understanding and skills about natural environment and also they have to keep surrounding neatly so they female students have high level of environmental awareness.

Recommendation of the Study

- Parents are considered to be the first educators to their children and home is their first school where positive attitudes are developed among the children. It is here they learn to take their first step towards environmental management. Parents influence the behaviour of the child, Hence it is the duty of the parents to inculcate good habits in their children regarding environment. They should

teach their children the use of dust bins, how to keep their surroundings clean, narrate stories to children which has good moral environmental values thereby creating an impact of environment right from their home.

2. Teacher is one of the most important key who operated the educational system, hence it is necessary to see that they have strong and efficient professional skills.
3. Environment education shall begin from 'self'. It should start with the teacher in all his/her walks of life.
4. Children should participate in tree planting campaign in and around their schools and residential areas.
5. School students should take part in various environmental management seminars organized by the school.

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**VALUE PERCEPTION AMONG HIGH SCHOOL STUDENTS – A MEDIUM
OF INSTRUCTION WISE ANALYSIS**

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Abstract

The main objectives of the study were to find out the level of value perception among high school students and difference between male and female high school students in their value perception. The sample consists of 300 high school students randomly from 10 schools in Sivagiri Taluk, Tenkasi district of Tamil Nadu. Value Perception Scale was used as tool to collect data. The research reveals that the level of value perception among high school students was moderate and there is significant difference found between Tamil medium and English medium high school students in their value perception.

Introduction

A value is a belief that something is good and desirable. Values may be specific, such as honoring one's parents or owning a home or they may be more general, such as health, love and democracy (Rose, 2014). Value systems can be different from culture to culture. One may value aggressiveness and deplores passivity, another the reverse, and a third gives little attention to this dimension altogether, emphasizing instead the virtue of sobriety over emotionality, which may be quite unimportant in either of the other cultures. Perception refers to the interpretation of sensory data. In other words, sensation involves detecting the presence of a stimulus whereas perception involves understanding what the stimulus means. Perception is the process through which the information from outside environment is selected, received, organised and interpreted to make it meaningful to you. This input of meaningful information results in decisions and actions (DikshaKashyap, 2015). Values provide the underlying meanings that give continuity to decisions and actions. Erosion of values leads to destruction of our nation. The erosion of values leads to many ills that our society as a whole is suffering from today. There is erosion of social, moral, cultural, economic and political values at all levels. So value education is the need of the hour. As the value perception decides the success of the students in their life and becomes a foundation on which the society will be built.

Significance of the Study

Values provide the underlying meanings that give continuity; to decisions and actions. Erosion of values leads to destruction of our nation. Values have major influence on a person's behaviour and attitude and serve as broad guidelines in all situations. Values can be defined as broad preferences concerning appropriate courses of action or outcomes. Our values are the basis of our judgments about what is desirable, beautiful, proper, correct, important, worthwhile and good as well as what is undesirable, ugly, incorrect, improper and bad. Values are general principles to regulate our day-to-day behaviour. They not only give direction to our behaviour but are also ideals and objectives in themselves. Perception may be defined as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. Perception is determined by both physiological and psychological characteristics of the human being whereas sensation is conceived with only the physiological features. Thus, perception is not just what one sees with the eyes it is a much more complex process by which an individual selectively absorbs or assimilates the stimuli in the environment, cognitively organizes the perceived information in a specific fashion and then interprets the information to make an assessment about what is going on in one's environment. It is essential that values are inherent to all. The development of values in school students surely changes the society in future. On the above basis the investigator wishes to study the value perception of high school students.

Objectives of the Study

1. To find out the level of value perception among high school students with regard to medium of instruction.

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2. To find out whether there is any significant difference in value perception high school students in their value perception.

Method Adopted

Survey method was adopted for the present study.

Population and Sample

The population for the study consists of all the high school students studying in Government, Aided and Private schools of Sivagiri Taluk. The investigator has used simple random sampling technique. Ten schools in Sivagiri Taluk were randomly selected. In total the sample consists of 300 high school students from the schools of Sivagiri Taluk.

Tools used

The investigator used value perception scale. The value perception scale is prepared and developed by Amalraj and Sindhya (2008).

Statistical Technique Used

The investigator used the percentage wise analysis and 't' test for analyze the data.

Analysis of Data

Hypothesis -1

The level of value perception of high school students with respect to medium of instruction is average

Table 1.1
Level of Value Perception of High School Students with Respect to Medium of Instruction

Variable	Medium of instruction	Low		Average		High	
		Count	%	Count	%	Count	%
Value perception	Tamil	30	14.1	138	64.8	45	21.1
	English	23	26.4	56	64.4	8	9.2

It is inferred from the above table that 14.1% of the Tamil medium students have low, 64.8% of them have moderate and 21.1% of them have high level of value perception of high school students. 26.4% of the English medium students have low, 64.4% of them have moderate and 9.2% of them have high level of value perception of high school students.

Hypothesis 2

There is no significant difference in value perception of high school students with respect to medium of instruction.

Table 1.2
T- Test Showing the Significant Differences in Value Perception of High School Students With Respect to Medium of Instruction

Variable	Medium of instruction	N	Mean	Standard Deviation	't' - Value	Remark
Value perception	Tamil	213	2.07	0.591	3.256	S
	English	87	1.83	0.575		

(For df (298) at 5% level of significance the table value is 1.96)

It is inferred from the above table that the calculated 't' value (3.256) is greater than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference in value perception of high school students with respect to medium of instruction.

Findings of the study

1. 14.1% of the Tamil medium students have low, 64.8% of them have moderate and 21.1% of them have high level of value perception of high school students.
2. 26.4% of the English medium students have low, 64.4% of them have moderate and 9.2% of them have high level of value perception of high school students.
3. There is significant difference in value perception of high school students with respect to medium of instruction.

Recommendations for the Present Study

1. The very first step in improving values is to make the individuals to know about the need of values in the present day to day life.
2. Teachers should provide various activities to the students to improve their values.
3. Some project works can be arranged in order to improve the values and personality traits.
4. By providing better social environment, one can achieve automatically the qualities of a matured personality and values.
5. Better family atmosphere is very essential for developing good values and personality traits.
6. Parents should monitor their children's friends and viewing of television through rules, prohibition and discussions as they have great impact on values.
7. Parents have to provide value enhancing literature as it helps adolescents to develop conscience that guides them in making their own decisions and controlling their behaviour.

Conclusion

English medium students should be given proper counseling by a trained counselor to have a better value perception. Teachers should teach their students about the importance of values. Teachers should be a role model to the students in developing their positive value perception among the students. Students should be taught with essential values to be followed throughout their life. Parents should create a better home environment to their children to have a better value perception. The religious practices associated with values may be taught with school subjects. Teachers should encourage their students to participate co-curricular activities to improve their positive value perception.

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AWARENESS TOWARDS ELECTRONIC LEARNING – A GENDER WISE ANALYSIS

¹Mrs. P. Subha**Abstract**

The main objective of study was carried out to find out whether there is any significant difference in Electronic learning awareness of student teachers with respect gender. Normative Survey method was used and random sampling technique was employed for the study. Electronic Learning awareness was used as tools to collect data from the sample of 300 student teachers. The findings of the study reveal that i) 22.7 % of have low, 57.3 % of them have moderate and 20.0% of them have high level of awareness towards electronic learning student teachers. ii) 16.3% of the male student teachers have low, 59.5% of them have moderate and 24.2% of them have high level of awareness towards electronic learning student teachers. iii) 29.3% of the female student teachers have low, 55.1% of them have moderate and 15.6% of them have high level of awareness towards electronic learning student teachers. iv) There is significant difference in awareness towards Electronic Learning of student teachers with respect to gender

Introduction

E-learning comprises all forms of electronically supported learning and teaching. The information and communication systems, whether networked or not, serve as specific media to implement the learning process. The term will still most likely be utilized to reference out-of-classroom and in-classroom educational experiences via technology, even as advances continue in regard to devices and curriculum. E-learning is essentially the computer and network-enabled transfer of skills and knowledge. E-learning applications and processes include Web based learning, computer-based learning, virtual classroom opportunities and digital collaboration. Content is delivered via the Internet, intranet/extranet, audio or video tape, satellite TV, and CDROM.

Electronic Learning refers to the use of electronic media and information and communication technologies (ICT) in education. Electronic Learning is broadly inclusive of all forms of educational technology in learning and teaching. Electronic Learning includes numerous types of media that deliver text, audio, animation, images, and streaming video, and includes technology application and process such as audio and video tape, satellite TV, CD-ROM, and computer based training, as well as intranet/extranet and web-based learning. Information and communication systems, whether free standing or based on either local networks or the internet in networked learning, underlay many Electronic Learning processes.

Electronic Learning is an abbreviation of the term electronic learning. Electronic Learning is a term that is used to refer to computer based learning. It uses computer-based training materials, online conferencing, discussion boards, email and other related methods. It is quite a broader meaning of the term E-learning. Hall (1997): Electronic Learning is instruction that is delivered electronically, in part or wholly – via a Web browser, through the Internet or an intranet, or through multimedia platforms such as CD-ROM or DVD. Allen (2003): Electronic Learning is a structured, purposeful use of electronic system or computer in support of the learning process.

From the above discussion, it is clear that proper understanding of the Electronic Learning in which the man lives is inevitable particularly it is very much essential in student lives. Since secondary prospector teachers are the future / maker of the nation. Particularly, the secondary prospector teachers are essentially getting well acquainted with E-learning. Computer knowledge and Electronic Learning should spread in the classroom transaction in all over the world. Many questions are arising in the researchers mind about the student-teachers' awareness towards Electronic Learning at secondary training level. Still now it is very important and sensitive issue. It is an urgent need for developing certain strategies which can improve their knowledge, awareness and skills on E-learning. Therefore, in order to know the awareness of secondary prospector teachers towards E-learning, the investigators have decided to take up a systematic and objective attitudinal study of student- teachers towards Electronic learning.

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Objectives

1. To find out the level of Electronic Learning awareness of student teachers.
2. To find out whether there is any significant difference in Electronic Learning awareness of student teachers with respect to gender.

Methodology

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

Population for the Study

The population of the present study is the student teachers of Virudhuagar district in Tamil Nadu.

Sample for the Study

The investigator used the simple random sampling technique for selecting the sample. The sample for the present study comprises of 300 student teachers from 8 B.Ed. colleges of Madurai district, in Tamil Nadu.

Tool

Inventory of Electronic Learning awareness developed by Dr.V.Kasirajan (2014).

Statistical Techniques

The statistical techniques such as Mean, standard Deviation, 't' test and 'F' test were computed

Analysis of Data

Null Hypothesis -1

The level of awareness towards electronic learning is average

Table 1.1
Level of Awareness towards Electronic Learning

Low		Moderate		High	
Count	%	Count	%	No.	%
68	22.7	172	57.3	60	20.0

It is inferred from the above table that, 22.7 % of have low, 57.3 % of them have moderate and 20.0% of them have high level of awareness towards electronic learning student teachers.

Null Hypothesis -2

The level of awareness towards electronic learning of student teachers with reference gender is average.

Table 1.2
Level of Awareness towards Electronic Learning of Student Teachers with Reference Gender

Gender	Low		Moderate		High	
	No.	%	No.	%	No.	%
Male	25	16.3	91	59.5	37	24.2
Female	43	29.3	81	55.1	23	15.6

It is inferred from the above table that 16.3% of the male student teachers have low, 59.5% of them have moderate and 24.2% of them have high level of awareness towards electronic learning student teachers. 29.3% of the female student teachers have low, 55.1% of them have moderate and 15.6% of them have high level of awareness towards electronic learning student teachers.

Null Hypothesis -3

There is no significant difference in awareness towards Electronic Learning of student teachers with respect to gender.

Table 3
Difference between Male and Female Student Teachers in Their Electronic Learning Awareness

Variables	Gender	Count	Mean	S.D	Calculated 't' value	Remarks
Electronic Learning awareness	Male	153	1.95722	33.56444	2.265	S
	Female	147	1.86972	33.78648		

It is inferred from the above table that calculated 't' value (2.265) is greater than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference in awareness towards Electronic Learning of student teachers with respect to gender.

Findings and Interpretation

1. 22.7 % of have low, 57.3 % of them have moderate and 20.0% of them have high level of awareness towards electronic learning student teachers.
2. 16.3% of the male student teachers have low, 59.5% of them have moderate and 24.2% of them have high level of awareness towards electronic learning student teachers.
3. 29.3% of the female student teachers have low, 55.1% of them have moderate and 15.6% of them have high level of awareness towards electronic learning student teachers.
4. There is significant difference in awareness towards Electronic Learning of student teachers with respect to gender

Interpretation

The 't' test result reveals that there is significant difference between male and female student teachers in their awareness of E-learning. While comparing the mean values the two groups, male student teachers are better than female student teachers in their awareness of E-learning. This may be due to the reason that they are properly utilized their life through Electronic Learning resources. So they have high level of Electronic Learning awareness.

Recommendations

In the light of the findings of the present study the investigator offers the following recommendations,

1. Systematic training on e-learning should be organized for teachers and students to enhance the adoption and regular patronage of e-learning platforms in order to improve their educational output.
2. The mass media available should be properly utilized to create awareness of the E-learning.
3. Teacher education should provide opportunities for their trainees to become awareness of e- learning by asking them to be in touch current events.
4. Universities should introduce diploma course in E-resources, which should be open for all.
5. Electronic Learning courses for different groups such as the community at large, professional marginalized sections etc. need to be developed.
6. It is a humble attempt in this direction to assess the level of knowledge and awareness of student teachers towards E-learning.
7. This study contributes a new teaching-learning in the form of assessing the level of knowledge and awareness towards Electronic Learning in the classroom instruction.
8. This study is very much essential for the development of student-teachers interest, attitude, knowledge, motivation towards E-learning.
9. This study is very much essential for development of professional efficiency and quality education of school teachers.
10. The need of the day is to make teachers realize their capabilities and improve upon capabilities to help solve the problems of their life through E-learning.

11. Special efforts should be made in order to develop Electronic Learning awareness among the student teachers.

Conclusion

The result of the study shows that the strategy of implementing e-learning will be the best way for student teachers to be aware of new technology and willing to study in various concepts. The used of new technology will make them interested in searching and upgrading their knowledge. The management should maintain the technology in campus in order to ensure e-learning could be useful to the student teachers. This is because most of the students are still teenagers and they interested in interactive concepts of learning. Moreover, the interactive concept that can be used in e-learning will make the study more interesting. Nowadays, the concepts of e-learning should be wider since the technology today provides many opportunities to the academicians and students in gather their knowledge. By using e-learning student also confess that this concept is very useful for them in their study

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**A COMPARATIVE STUDY ON AWARENESS ON SOCIAL MEDIA ADDICTION AMONG
STUDENT TEACHERS OF B.Ed. AND D.El.Ed. COURSES: A GENDER WISE ANALYSIS**

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Abstract

This paper focused on the comparison of male and female student teachers of B.Ed. and D.El.Ed. courses in their awareness on social media addiction. The main method applied within the research was survey method to compare awareness on social media addiction among female student teachers of B.Ed. and D.El.Ed. courses. In the present study, random sampling technique was used to select the sample of 150 B.Ed. student teachers from 5 colleges of education and 150 D.El.Ed. student teachers from 5 teacher training institutes of Tirunelveli district. Both the type of sample were further stratified on the basis of male and female students. Awareness on social media addiction of the subjects was gauged by using Awareness on social media addiction scale developed and validated by Subramanian and Ramesh (2020). The reliability coefficient was 0.79 and correlation coefficient was 0.88. For this study, 23 items were considered in the light of the description of the variable. 23 items were followed by 4 responses ie., not matched, rarely, often and always. The analysis of collected data was based on objectives of the study with the help of statistical technique namely, t-test using SPSS package in order to compare the scores of awareness on social media addiction among the students of B.Ed. and D.El.Ed. courses. The findings from t-test revealed that whatever may be the course, both the male and female student teachers of B.Ed. and D.El.Ed. courses showed same level of awareness on social media addiction.

Keywords: *Social Media, Addiction, Awareness, Student Teachers*

Introduction

Digital environments tend to mesh education with entertainment and community participation. Platforms like Facebook and Twitter combine social connection with information sharing; platforms like Youtube educate through entertainment³. Students today want new, effective and fascinating teaching methods. They dislike and do not tolerate passive learning. A novel approach to solve this problem and motivate the learning process is with the use of Social Media. Nowadays, as information (more and more) is available everywhere and mainly on the web, people need the skills and knowledge to find, access and use it effectively and this necessitate the information literacy⁷. Social Networking Technology in higher education will allow teachers and students to communicate, collaborate, connect and cooperate with each another more effortlessly. SM has become an essential tool in universities to foster students' professional and personal skills since, currently, lecturers have started to integrate Social Networking (such as Wiki, Blog, Discussion Board...etc.) in assessments and class activities to create productive communication between students and teachers⁶. But the student teachers use social media frequently for passing their time and also for entertainment purpose only. Frequent usage of social media by student teachers that may took them to addiction on social media.

Social Media

Social media are transforming sectors outside education by changing patterns in personal, commercial and cultural interaction. These changes offer a window into the future of education, with new means of knowledge production and reception and new roles for learners and teachers. Social media are applications that enable people to interact with each other and build social networks that increase social capital. This massive phenomenon is changing the way we create and use content. The concept of "Social Media" might be new, but the idea of using media environments for socializing practices goes back to the age of the telegraph and telephone.

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Social Media is a group of internet based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content. The Web 2.0 is a term to describe a new way in which software developers and end users started to utilize the World Wide Web (Haenlein and Kaplan 2009)⁷. Web 2.0 is the second generation of WWW and consists of concepts and technology. This web allows users to read and write by means of collaboration, user-generated content and social networking. The user of Web 2.0 has more interaction with less control. Web 2.0 allows users to support collaboration and cooperation between users nationally and locally via specific applications such as MySpace, Facebook, Twitter, Orkut, Flickr and others⁶.

Social Media Addiction

Addiction: Addiction is a condition that results when a person ingests a substance (alcohol, cocaine, nicotine) or engages in an activity (gambling) that can be pleasurable but the continued use of which becomes compulsive and interferes with ordinary life responsibilities, such as work or relationships, or health. Users may not be aware that their behaviour is out of control and causing problems for themselves and others². *Social Media Addiction:* Social networking addiction seems to fall in the 'cyber relationship' addiction category since the main idea behind the active use of social media is establishing connections. Social media addiction can be related to any substance related addiction as it follows the same manner of addiction, shows the same symptoms and is offered the same cure. The potential detrimental consequences of both the addictions are also rather same. Social networking is now a global phenomenon. Majority people surfing the internet utilize their time on social networking sites. The addiction initially seemed to show more in boys than girls as girls used the SNSs to maintain contact rather than forming new contact. More than half the teenagers started using social media actively by visiting their profiles at least thrice a day thus increasing the time spent on the SNSs by 2 hours each day and thus a total of 30% increase in online activity participation from '09 to 10'. In addition it was also brought to notice that teenagers and young adults use the social media more in relation to the adults as they are aware of the constant changes and thus maintain and update their profile regularly. Thus constant use of such activities may stimulate the neurological pathways that thus show addiction and indulgence in the social media. The addictive potential of social media has been suggested by several researchers and there is increasing evidence that social media users might display behavioural profiles similar to victims of other types of addiction (eg. gambling) (Kuss & Griffiths, 2011).

Significance of the Study

The Diploma in Elementary Education (D.El.Ed.) aims to prepare teachers for the elementary stage of education. For getting admission in this course, the candidate should completed higher secondary education. So majority of the student teachers who are studying in this course may all at post adolescent stage. The Bachelor of Education Programme (B.Ed.), generally known as B.Ed., is a professional course that prepares course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary level (classes IX-X) and senior secondary level (classes XI and XII). After completion of graduate degree, the students get admission in B.Ed. course. As the D.El.Ed. students and B.Ed. students are at different levels of age group, the usage of social media may also be differed which may lead to in varied levels of social media addiction. The problem starts when one spends majority time on various sites like Facebook, Twitter, Instagram etc. while browsing the net. Social network is also used as a tool of recreation. When one is feeling low and not up to the mark, the indulgence in social networking helps to feel better and thus is a start to SNS addiction. Social media is also used for casual encounters with friends and sometimes strangers but if these sites start taking more time out of their routine and disrupt the sleep pattern then these sites have started causing them trouble. The result of the present study will help facilitate treatment efforts in order to provide support for B.Ed. and D.El.Ed. Students who are addicted to social media¹. Too many student teachers may unaware of what risks it might pose due to social media addiction. So this research article may call for needs for student teachers to be given more awareness on healthy and balanced usage of social media and also how to use social media for instructional purposes.

Objectives of the Study

1. To study the difference of awareness on social media addiction among male student teachers of B.Ed. and D.El.Ed. Courses.

2. To study the difference of awareness on social media addiction among female student teachers of B.Ed. and D.El.Ed. Courses.

Hypotheses of the Study

- There is no significant difference in awareness on social media addiction among male student teachers of B.Ed. and D.El.Ed. Courses.
- There is no significant difference in awareness on social media addiction among female student teachers of B.Ed. and D.El.Ed. Courses.

Research Methodology and Research Sample

The main method applied within the research was survey method to compare awareness on social media addiction among female student teachers of B.Ed. and D.El.Ed. Courses. In the present study, random sampling technique was used to select the sample of 150 B.Ed. student teachers from 5 colleges of education and 150 D.El.Ed. Student teachers from 5 teacher training institutes of Tirunelveli district. Both the type of sample were further stratified on the basis of male and female students. Awareness on social media addiction of the subjects was gauged by using Awareness on social media addiction scale developed and validated by Subramanian and Ramesh (2020). The reliability coefficient was 0.79 and correlation coefficient was 0.88. For this study, 23 items were considered in the light of the description of the variable. 23 items were followed by 4 responses ie., not matched, rarely, often and always. The analysis of collected data was based on objectives of the study with the help of statistical technique namely, t-test using SPSS package in order to compare the scores of awareness on social media addiction among the students of B.Ed. and D.El.Ed. Courses.

Analysis of Data

Table 1
Comparison of Awareness on Social Media Addiction of Male Student Teachers of B.Ed. and D.El.Ed. Courses

Respondents	N	Mean	Standard Deviation	t-value	Remarks
Male Student teachers of B.Ed. course	87	44.6897	5.95001	0.812	NS*
Male Student teachers of D.El.Ed. course	70	45.5143	6.60642		

*Not Significant

It may observed from the table – 1, reveals that the mean scores of Awareness on social media addiction of male student teachers of B.Ed. and D.El.Ed. Courses are 44.68 and 40.51 respectively. When compared with the table value the obtained 't' value 0.812 is not significant at 0.05 level of significance for degrees of freedom of 155. Therefore the null Hypotheses "There is no significant difference in awareness on social media addiction among male student teachers of B.Ed. and D.El.Ed. courses." is retained.

Table 2
Comparison of Awareness on Social Media Addiction of Female Student Teachers of B.Ed. and D.El.Ed. Courses

Respondents	N	Mean	Standard Deviation	t-value	Remarks
Female Student teachers of B.Ed. course	63	45.3810	7.02399	0.390	NS*
Female Student teachers of D.El.Ed. course	80	45.8000	5.44338		

*Not Significant

It may be observed from the table – 1, reveals that the mean scores of Awareness on social media addiction of female student teachers of B.Ed. and D.El.Ed. courses are 44.68 and 40.51 respectively. When compared with the table value the obtained 't' value 0.390 is not significant at 0.05 level of significance for degrees of freedom of 141. Therefore the null Hypotheses "There is no significant difference in awareness on social media addiction among female student teachers of B.Ed. and D.El.Ed. courses." is retained.

Findings of the Study

- Table 1 is about the data Awareness on social media addiction of male student teachers of B.Ed. and D.El.Ed. courses. Calculated 't' value in the data is 0.812, which is less than table value (1.96) at .05 level of significance degrees of freedom of 155. It means that there is no significant difference in awareness on social media addiction among male student teachers of B.Ed. and D.El.Ed. courses. It is evident that both male student teachers of B.Ed. and D.El.Ed. courses equally have awareness on social media addiction.
- And also table 2 is about the data Awareness on social media addiction of female student teachers of B.Ed. and D.El.Ed. courses. Calculated 't' value in the data is 0.390, which is less than table value (1.96) at .05 level of significance degrees of freedom of 141. It means that there is no significant difference in awareness on social media addiction among female student teachers of B.Ed. and D.El.Ed. courses. It is evident that both female student teachers of B.Ed. and D.El.Ed. courses equally have awareness on social media addiction.

Conclusion

The findings from t-test revealed that whatever may be the course, both the male and female student teachers of B.Ed. and D.El.Ed. courses showed same level of awareness on social media addiction. Although the social media addiction is common among the student teachers, it seems necessary to pay attention to the signs of problematic social media usage of student teachers by the teacher educators of colleges of education and lecturers of teacher training institutes. The teacher educators and lecturers may provide balanced use of social media literacy and also may provide ways to develop healthy social media use habits to their student teachers. And also they may instruct more positive and proactive visions of how social media can contribute to teaching and learning process to their student teachers.

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THE IMPACT OF CORONA LOCK DOWN IN GLOBAL SOCIETY

¹Dr.M.Sugumari**Abstract**

Corona virus has been affecting the people in both positive and negative ways. The main positive effect of world being affected by corona is environmental changes. Lockdown has been announced by the Governments due to corona. As a result of lockdown, there is reduction in transportation which further results in lessening of air pollution. Moreover, the non functioning of industries resulted in water pollution reduction. Green house gas emission has been reduced and ozone layer has reformed. Due to quarantine, people started to spend more time with their families and family bond is becoming stronger. Like coin has two sides, the corona virus has negative effect on people also. Large number of people have died due to corona virus. World economy is degrading and people are suffering from unemployment. And due to lockdown, people are suffering from mental depression and more fights are happening in the families. People who are in other states and abroad are unable to come to their native places and some of them are suffering even from hunger. These are the major findings of this research study.

Introduction

The whole world is at its extreme fear because of a microscopic organism called CORONA. Corona viruses are group of viruses that causes infections in mammals and birds. In humans, corona virus cause respiratory tract infections that can range from mild to lethal. The origin of corona virus is first discovered in chicken in 1930s. In humans, it was discovered in 1960. It has been noticed in the years 2003 and 2012 where it had an impact in the parts of country. As it had only infected the parts of the country, it had not gained its attention. But the entire world is focusing at present on SARS CoV 2 which caused massive deaths in the world. It has started its work of destruction in Wuhan, China in December, 2019 and spread to other parts of the world. The death cases of this lethal disease is developing day to day. It not only cause death in humans but it has its own positive and negative impact on the society in other ways. This research paper deals with the positive and negative impacts of the corona in the society.

Objectives of the Study

- To learn about the lethal corona virus
- To understand the positive impacts of corona in the society.
- To know about the negative impacts of corona in the society.

Research methodology

The research study is based on secondary sources ie newspapers, articles, journals etc.

Findings**Positive Impact of Corona Virus in Society**

Air Pollution: One of the main impact of the coronavirus outbreak, is a significant drop in the air pollution which has been noted in many parts of the world. A drop in air pollution was first observed by NASA in China's Hubei province, where the coronavirus outbreak began in December 2019, Marshall Burke, a researcher at Stanford University, calculated the improvements in air quality recorded in China may have saved the lives of 4,000 children under 5 years old and 73,000 adults over 70. Many countries around the world have implemented lockdown and quarantine to slow down the spread of the virus and due to this flights have cancelled, now there are a lot less planes in the sky and no vehicles on the streets meaning a lot less air pollution and greenhouse gases being emitted and air quality has improved significantly and the earth's ozone layer is also recovering.

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Green Gas Emission: Slowing economic activities also brings down emissions as countries ordered closedown of schools, factories, industries and emissions are expected to fall. A study by specialist outlet Carbon Brief found that in China, carbon dioxide emissions have fallen by around 25 percent.

The waters of Venice, Italy are cleaner once again: Another unexpected effect on the environment from the coronavirus has been seen in Venice, Italy. With tourists numbers culled because of the virus, the waters in Venice's canals are cleaner than they have been, so much so, in fact, that fish can be seen once again in the canals.

New York: With many people around the world self-isolating and most of the countries and cities on lock down, some major cities outside of China are also seeing their air quality improve. One example is New York. Researchers have found that there has been a **5- to 10%** drop in air pollutants like carbon dioxide in New York. Methane emissions have also dropped significantly. And similar effect has been seen in northern Italy as well.

Olive Ridley sea turtles: India going into lockdown, along the coast of the eastern state of Odisha, over 475,000 endangered Olive Ridley sea turtles have come ashore to dig their nests and lay eggs – all sixty million of them, according to the "Mind Un Leashed".

Development in relations: Due to lockdown, people started to spend time with their family members. Working men and women both started to enjoy with their family members by playing games, spending time with their children, learning new things and so on. An unbreakable bond is created in family which is weak during normal days.

Negative Impact of Corona in the Society

Migrant Workers

An estimated 139 million migrant workers from the countryside work in India's cities and towns. With factories and workplaces shut down, they were left with no livelihood. In the first few days of the lockdown, they were walking miles to go back to their native villages, often with families and young children on shoulders. Two days later, the Uttar Pradesh government decided to arrange buses at Delhi's AnandVihar bus station to take the migrants back to their villages. Large crowds then gathered at the bus station. The central government issued a press statement stating that it had asked state governments to set up immediate relief camps for the migrant workers returning to their native states.

On 29 March, the government issued sweeping orders directing that the landlords should not demand rent during the period of the lockdown and that employers should pay wages without deduction. The people that violated the lockdown were to be sent to government-run quarantine facilities for 14 days.

Food Impact

The order issued by the Home Ministry on 24 March allowed the functioning of shops dealing with food items as well as the manufacturing units and transportation of "essential goods". However, the lack of clarity on "essential goods" meant that the policemen on the streets stopped workers going to factories and the trucks carrying food items. Food industries also faced shortages of labour because the workers were unable to reach workplaces and the factory managers faced the fear of legal action. All these factors combined to result in shortages and a raise in the prices of food items.

Religious Impact

The pandemic has impacted religion in various ways, including the cancellation of the worship services of various faiths, the closure of Sunday Schools, as well as the cancellation of pilgrimages surrounding observances and festivals. Many churches, synagogues, mosques, and temples have offered worship through live stream amidst the pandemic. Relief wings of religious organisations have dispatched medical supplies and other aid to affected areas. In the United States, Trump designated 15 March 2020 as a National Day of Prayer for "God's healing hand to be placed on the people of our Nation"

Economic Impact

Economic turmoil associated with the coronavirus pandemic has wide-ranging and severe impacts upon financial markets, including stock, bond and commodity (including crude oil and gold) markets.

Major events included the Russia–Saudi Arabia oil price war that resulted in a collapse of crude oil prices and a stock market crash in March 2020. Some expect natural gas prices to fall

Sports and Cultural Impact

By March 2020, across the world most cultural institutions had been indefinitely closed exhibitions, events and performances cancelled or postponed. Many individuals temporarily or permanently lost contracts or employment with varying degrees of warning and financial assistance available. Most major sporting events were cancelled or postponed, including the 2020 Summer Olympics in Tokyo, which were postponed until 2021 on 24 March 2020.

Travel Impact

The pandemic has had a significant impact on aviation industry due to the resulting travel restrictions as well as slump in demand among travelers. Significant reductions in passenger numbers has resulted in planes flying empty between airports and the cancellation of flights.

Cruise Line

The cruise ship industry has also been heavily affected by a downturn, with the share prices of the major cruise lines down 70-80%.

Unemployment

Low income individuals are more likely to contract the coronavirus and to die from it. In both New York City and Barcelona, low income neighbourhoods are disproportionately hit by coronavirus cases. Hypotheses for why this is the case include that poorer families are more likely to live in crowded housing and work in the low skill jobs, such as supermarkets and elder care, which are deemed essential during the crisis. In the United States, millions of low-income people may lack access to health care due to being uninsured or underinsured. Many low income workers in service jobs have become unemployed

In January and February 2020, during the height of the epidemic in Wuhan, about 5 million people in China lost their jobs. Many of China's nearly 300 million rural migrant workers have been stranded at home in inland provinces or trapped in Hubei province.

In March 2020, more than 10 million Americans lost their jobs and applied for government aid. The coronavirus outbreak could cost 47 million jobs in the United States and unemployment rate may hit 32%.

The lockdown in India has left tens of millions of migrant workers unemployed. Nearly 900,000 workers lost their jobs in Spain since it went into lockdown in mid-March 2020. During the second half of March, 4 million French workers applied for temporary unemployment benefits and 1 million British workers applied for a universal credit scheme.

Domestic Violence

Many countries have reported an increase in domestic violence and intimate partner violence attributed to lockdowns amid the 2019–20 coronavirus pandemic. Financial insecurity, stress, and uncertainty have lead to increased aggression at home, with abusers able to control large amounts of their victims' daily life

Shortage of medical supplies

In India, economists expect the near-term impact of the outbreak to be limited to the supply chains of major conglomerates, especially pharmaceuticals, fertilizers, automobiles, textiles and electronics.

Suggestions

Precautions to be taken by the Government

- The Government has to issue necessary guidelines for the people during lockdown period as regarding their movement
- The Government has to arrange for certain mechanism to transport standard labors who are held up in other states
- They should frame policies to feed the poor people who are jobless

- They have to frame policies to balance the economy of the country
- They have to arrange for more facilities and equipments for treating corona affected patients.

Precautionary measures needed to be taken by the people in preventing corona virus:

- Protect yourself and others around you by knowing the facts and taking appropriate precautions. Follow advice provided by your local public health agency.
- To prevent the spread of COVID-19:
- Clean your hands often. Use soap and water, or an alcohol-based hand rub.
- Maintain a safe distance from anyone who is coughing or sneezing.
- Don't touch your eyes, nose or mouth.
- Cover your nose and mouth with your bent elbow or a tissue when you cough or sneeze.
- Stay home if you feel unwell.
- If you have a fever, a cough, and difficulty breathing, seek medical attention. Call in advance.
- Follow the directions of your local health authority.
- Avoiding unneeded visits to medical facilities allows healthcare systems to operate more effectively, therefore protecting you and others.

Conclusion

Though there are both positive and negative impacts, the major impact of corona virus is negative. Thus it is necessary and essential of the people to protect ourselves from corona virus and the state to take actions for the protection of people and prevention of corona virus. **STAY HOME, STAY SAFE.**

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சிற்றிலக்கியங்களில் வாழ்வியல் விழுமங்கள்

¹ சா.கஸ்தூரி

முன்னுரை

தமிழில் நெடும் பாடல்களாய் அமைந்த வகைகளைச் சிற்றிலக்கியம் என்று குறிப்பிடுகிறோம். இடைக்காலம் பிற்பகுதி முழுவதும் சிற்றிலக்கியச் செல்வாக்கு மிகுதி இதன் தோற்றத்திற்கான வித்தும் வளர்ச்சியும் சங்ககாலத்திலேயே காணப்படுகின்றன. ஆற்றுப்படை ஒரு துறையாகவும் தனிப்பெரும் பாடல்களாகவும் அன்றே வளர்ந்தமைந்தன. அகப்புறத் துறைகள் பல தனிச் சிற்றிலக்கியங்களாகக் கிளைத்தன.

தொண்ணூற்றாறு வகைப் பிரபந்தம் என வழக்காறுண்டெனினும் பன்னூறு வகைமைகள் காணப்படுகின்றன. பக்தி இலக்கியம் சார்ந்து வளர்ந்த சிற்றிலக்கிய வகை பலவாகும். 'பாட்டியல்' நூல்கள் என்பன சிற்றிலக்கிய வகைமை பற்றியனவாகும். இங்ஙனம் எண்ணிக்கை காணப்படினும் குறிப்பிட்ட சிலவே பெரும் செல்வாக்கும் படைப்புப் பெருக்கமும் கண்டன. கோவை, உலா, தூது, பிள்ளைத்தமிழ் என இவ்வாறு பத்துப் பன்னிரண்டிலும் இவை அடங்கி விடும். சிற்றிலக்கியங்களை மிகுதியாகப் படைத்துப் புகழ் பெற்றவர் பலராவர். குமரகுருபரர், சிவப்பிரகாசர், பிள்ளைப் பெருமாள் அய்யங்கார் போல்வார் பலராவர்; பாரதியார் ஒருபாஒருப.'து, நான்மணிமாலை போன்ற பல சிற்றிலக்கியங்கட்குப் புத்துயிர் தரமுயன்றார்.

பிரபந்தம் என்ற வட சொல்லுக்கு நன்குயாக்கப்பட்டது என்று பொருள் தமிழின் 'யாப்பு' என்பதனோடு ஒக்கும் அது. இலக்கிய நூல்கள் அனைத்தையும் அது பொதுவாச் சுட்டத்தக்கது. அதனால் தான் சிலசிறு பிரபந்தம் என்றும் சில்லறைப் பிரபந்தம் என்றும் இவற்றைக் கூறினர். தொண்ணூற்றாறு வகைப் பிரபந்தங்கள் என்னும் போது தமிழிலுள்ள காப்பியம் புராணம், சிறுநூல்கள் அனைத்தையும் உட்கொண்டே அவ்வாறு கூறப்பட்டுவந்தது என்பதைப் பாட்டியல் நூல்களைப் பார்த்துத் தெளியலாம் ஆயினும் பிரபந்தம் என்ற சொல் தமிழ் வழக்கில் சிறிய இலக்கிய நூல்களைச் சிறப்பாக சுட்டத் தொடங்கியது. அதற்கு நிகராகச் சிற்றிலக்கியம் என்ற சொல்லும் வழக்காற்றில் வரத் தொடங்கியது. இச்சிற்றிலக்கிய நூல்கள் நெடும் பாட்டுப் போல்வன; பல துறை சார்ந்த பெரு நூல்கள் போலல்லாது ஒரு சில துறைகளைப் பற்றிய செய்திகளையே உள்ளடக்கின. சுருங்கிய அளவில் அமைவன; அதனால் குறைந்த காலத்தில் படித்து முடிக்கக் கூடியன. இவை வட்டாரச் சார்புமிக்கன; சங்ககாலம் பத்துப்பாட்டுகள் போலக் குறிப்பிட்ட இறைவனை, மன்னனை, வள்ளலைப் பற்றிப் புகழ்வதற்காக சிறப்பாக எடுத்துரைப்பதற்காக எழுதப்பட்டன.

சிற்றிலக்கியங்களின் காலம்

ஏனைய இலக்கியவகைகளைப் போலவே சிற்றிலக்கியவகையும் தமிழில் காலந்தோறும் கிளைத்து வந்திருக்கிறது. ஐந்தருவி போல இடையறாது சிற்றிலக்கியமாகிய அருவி தமிழில் கொட்டிய வண்ணம் இருந்ததென்று தான் கூறவேண்டும். சங்க இலக்கியத்திலேயே இவ்வகைமைகள் பல கிளைவிட்டன. அவற்றுள் தலைமையானது ஆற்றுப்படை பிறவகைமைகளுக்கான வித்துக்களையும் அங்கே காண்கிறோம். நீதியிலக்கியங்கள் சில சிற்றிலக்கிய வகைமைகளாகவே செழித்தன. பக்தி இலக்கியம் சார்ந்த சிற்றிலக்கியங்களும் பல்கிப் பெருகின. அடுத்துத் தலைமைவாய்ந்த பிள்ளைத் தமிழ், தூது, உலாப் போன்ற பல சிற்றிலக்கியங்களும் தழைத் தோங்கின. அதன் பிறகு இன்று வரை முன்னைய மரபுகளின் வழிப்பட்ட சிற்றிலக்கியங்கள் சாத்திரசமயத் தோத்திரப் பாட்டுத் துறைகளைனத்தினும் தோன்றி வந்துள்ளன. எனினும் சிற்றிலக்கிய வகைகளை பதினைந்து, பதினாறு, பதினேழாம் நூற்றாண்டுகளை நாம் சிற்றிலக்கியக் கால மென்றே அழைக்கலாம். எவ்வாறு பல்லவர் காலத்தைப் பக்தி இலக்கியக் காலமென்றும் அதன் மேலோங்கிய தன்மையாற் கூறுகிறோமோ, அதுபோல நாயக்கர் காலத்தைச் சிற்றிலக்கியக் காலம் என்று அழைக்கலாம்.

தொல்காப்பியர் காலத்தில் இடம்பெற்ற சிற்றிலக்கிய வித்து சங்ககாலத்தில் ஆற்றுப் படையாக முளைவிட்டு, ஐந்தாம் நூற்றாண்டில் அந்தாதியாகத் துளிர்ந்து ஏழாம் நூற்றாண்டில் உலாவாக மரமாகி ஒன்பதாம் நூற்றாண்டில் சாதகமாகவும் பரணியாகவும் அரும்பி, பன்னிரண்டாம் நூற்றாண்டில் பிள்ளைத் தமிழாக மொட்டாகி, பதினான்காம் நூற்றாண்டில் தூதாகபூத்து, பதினாறாம் நூற்றாண்டில் பள்ளாகக் காய்த்து, பதினெட்டாம் நூற்றாண்டில் குறவஞ்சியாகக் கனிந்தது.

¹ தமிழ் உதவிப் பேராசிரியர்

அருள்மிகு கல்கலிங்கம் கல்வியியல் கல்லூரி, கிருஷ்ணன் கோவில்

சிற்றிலக்கியங்களின் வகையும், தொகையும்

பாட்டியல் நூல்கள் என்பன இவ்விலக்கிய வகைமைகளின் இலக்கணம் கூற வந்த நூல்களாகும். ஆவை பல்வேறு எண்ணிக்கைகளைத் தருகின்றன. பன்னிருபாட்டியல் 63 இலக்கிய வகைகளை பற்றியும், வெண்பாப் பாட்டியல் 55 வகை பற்றியும், நவந்தப் பாட்டியல் 53 வகை பற்றியும், சிதம்பரபாட்டியல் 63 வகை பற்றியும் கூறுகின்றன. பிரபந்தமரபியல், பிரபந்ததீபிகை, சதுரகராதி தொன்னூல் விளக்கம் முதலியவற்றில் 96 இலக்கிய வகைகள் பற்றி கூறப்படுகின்றன. சிற்றிலக்கியங்களில் தலைமை வாய்ந்தவையாகக் காணப்படுவன 14 வகைகளே எனலாம். ஆற்றுப்படை, அந்தாதி, மாலை, பத்து (பதிகம்), கோவை, உலா, பரணி, கலம்பகம், பிள்ளைத்தமிழ், தூது, சதகம், மடல், பள்ளு, குறவஞ்சி என்பனவாகும். சிற்றிலக்கியத் தோற்றம் அகப்பாட்டு, புறப்பாட்டு, பத்திமைப்பாட்டு, நாட்டுப்புறப்பாட்டு என்ற நான்கின் வழிப்பட்டதாகும்.

அந்தாதி என்று எடுத்துக் கொண்டால் அந்தாதி நூற்றந்தாதி, வெண்பா அந்தாதி, கலித்துறை அந்தாதி, பதிற்றந்தாதி, ஒலி அந்தாதி, கலிஅந்தாதி என பல நூல்கள் கிளைத்தன. எனினும் பதிற்றுப்பத்தந்தாதி என்ற வகையே பெரும் சிறப்பு பெற்றுப் பல நூல்களைத் தோற்றுவித்தது.

சிற்றிலக்கியங்களில் அந்தாதிபெரும் இடம்

ஒருபாடலின் இறுதியில் உள்ள எழுத்து, அசை, சொல், சீர், அடியாதானும் ஒன்று அடுத்த பாடலின் முதலில் அமைத்துப் பாடுவது அந்தாதி எனப்படும். இறுதிப்பாடலின் முடிவு முதற்பாடலின் தொடக்கமாக இணையும் படிபாடுவதே மண்டலித்து முடிவதென்பர். இது யாப்பு அடிப்படையிலான திறன்களில் ஒன்று. தொடைவகைகளுள் ஒன்றான யாப்பு நூலுடையார் விளக்குவார். தமிழில் அந்தாதி இலக்கியவகையே மிகுதி என்பர். இன்ன பொருள் தான் பாட வேண்டும் என்ற வரையறை இல்லை. பெரும்பாலும் விருத்தமே இதன் யாப்பு வடிவமாகும்.

அந்தாதி அமைப்பினைச் சங்க இலக்கியங்களிலும் பக்தி இலக்கியங்களிலும் ஆங்காங்கே காணலாம். கலம்பகம் என்னும் சிற்றிலக்கியத்தின் உறுப்பாகவும் அந்தாதி இடம் பெறுகிறது. காரைக்கால் அம்மையாரின் அற்புதத் திருவந்தாதி, சேரமான் பெருமானின் பொன் வண்ணத்தந்தாதி, திருமழிசையாழ்வாரின் திருவந்தாதி, கம்பரின் சடகோபர் அந்தாதி, பிள்ளைப் பெருமானையங்காரின் திருவரங்கத்தந்தாதி ஆகியன குறிப்பிடத்தக்க அந்தாதி இலக்கியங்கள் ஆகும்.

சிற்றிலக்கியங்களின் வளர்ச்சி

சங்ககாலத்திலேயே சிற்றிலக்கிய விதை நன்கு ஊன்றப்பட்டதெனினும் பக்தி இலக்கியமே அதனைக் கிளைவிட்டுவளரச் செய்தது. எடுத்துக்காட்டாக ஒன்பதாம் திருமுறை, பதினொன்றாம் திருமுறை நாலாயிரம் போன்றவற்றை ஆராய்ந்தால் மிகபலவான சிற்றிலக்கியப் படைப்புகளைக் கண்டுமகிழமுடியும். கூற்று, துறை எனப் பிரிந்த அகப்புறமாகிய திணையிலக்கியக் கூறுகளே பொருள் அடிப்படையில் பல்வகையான சிற்றிலக்கிய வளர்ச்சிக்குக் காரணமாயின.

தமிழில் இலக்கியவகையாய் வைமிகத் திட்டமும் நுட்பமும் பொருந்த ஆராய நிறைய வாய்ப்புள்ளது. இதற்கு முன்னோடியாக சிற்றிலக்கிய நூல்கள் பல்வகைத் தொகுதிகளாக வெளியிடப்பட வேண்டும்.

சிற்றிலக்கியங்களின் வாழ்வியல் விழுமங்கள்

நாயக்க மன்னர்கள் ஆட்சிக் காலத்தில் சிற்றிலக்கியங்கள் மிகுதியும் தோன்றின. பிரபந்தம் என்ற வடமொழிச் சொல்லைத் தமிழில் சிற்றிலக்கியங்கள் என்றனர்.

பிரபந்தங்கள் 96 வகை என்பர் அதற்கேற்பத் தமிழிலும் சிற்றிலக்கியங்கள் 96 எனும் வழக்குள்ளது. இலக்கியத்தில் புதிய மரபுகள் உருவாவது இயல்பு எனவே தான் பழம் பெரும் இலக்கண நூல்கள் தொல்காப்பியமும் 'விருந்து' என்பதற்கு விதி கூறும் போது

'விருந்தேதானும்

புதுவது கிளந்தயாப்பின் மேற்றே'

என்றது முதன் முதல் பன்னிருபாட்டியலே சிற்றிலக்கியங்களுக்கு இலக்கணம் வகுத்து பெருங்காப்பியங்களில் அவற்றின் உட்பிரிவுகளாக இடம் பெறும் தூது, உலாபோர் வெற்றியைக் குறிக்கும் செயல்கள் போன்றவை பின்னர் தனி இலக்கியங்களாக உலா, பரணி, தூது, குறவஞ்சி, பள்ளு என உருப்பெற்றன. பிரபந்த தீவிகை என்ற நூல் 'பிள்ளைத்தமிழ்' தொடங்கிய புராணம் இறுதியாகத் தொண்ணூற்றாறு பிரபந்தங்களில் 96 வகைகளை வை வைவென வீரமாமுனிவர் தாம் எழுதிய சதுரகராதியில் குறிப்பிடுகின்றனர். ஊலா போன்ற நூல்களுக்கு இலக்கணம் கூறிய பாட்டியல் நூல்கள் 96 வகைகளைக் குறிப்பிடவில்லை.

சிற்றிலக்கியங்கள் பெரும்பாலும் மிகுதியான கற்பனையைக் கொண்டு அமைந்தவை. தங்கள் புலமையைப் புலவர்கள் பரந்து பட்ட நிலையில் வெளிப்படுத்தவில்லை. இம்மென்றால் நூறு பாடும் ஆற்றல் பெற்றகாளமேகம் போன்ற புலவர்கள் கூட தங்கள் கவிதாசக்தியை தனிப்பாடல்கள் பாடி வீணடித்தனர். சிற்றிலக்கியங்கள் ஓரளவு தமிழகத்தின் வரலாற்றை அறியப் பயன்படுகின்றன.

முடிவுரை

சிற்றிலக்கியங்களின் பாடுபொருளாகச் சிற்றின்பமும், பேரின்பமும் அடங்கி உள்ளன. பொதுவாக இறைவன், வள்ளல், ஆசான் ஆகியோரின் சிறப்பினை எடுத்து உரைத்தலே சிற்றிலக்கியங்களின் பணி எனலாம். தமிழில் சிறப்பாக இடம் பெறும் சிற்றிலக்கியங்கள் பரணி, உலா, பிள்ளைத்தமிழ், தூது, கலம்பகம், பள்ளு, குறவஞ்சி கோவை அந்தாதி முதலியன சிறப்பாக இடம் பெறும் சிற்றிலக்கியங்களாகும்.

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