CIVIC ENGAGEMENT AMONG PROSPECTIVE TEACHERS AT SECONDARY LEVEL

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by

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DECLARATION

I, **HAFSEENA N.P.**, do hereby declare that this dissertation entitled, **"CIVIC ENGAGEMENT AMONG PROSPECTIVE TEACHERS AT SECONDARY LEVEL"** is a record of original research work done by me under the supervision and guidance of **Dr. MUMTHAS N.S.,** Associate Professor, Farook Training College Kozhikode and has not been submitted by me in this university or any other university for the award of any Degree/Fellowship or recognition before.

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CERTIFICATE

I, **Dr. MUMTHAS N.S.,** do hereby certify that this dissertation entitled **"CIVIC ENGAGEMENT AMONG PROSPECTIVE TEACHERS AT SECONDARY LEVEL"** is a record of bonafide study and research carried out by **HAFSEENA N.P.** of M.Ed. Programme (2019-2021) under my supervision and guidance and has not been submitted by her for the award of a Degree, Diploma, Title or Recognition before.

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INTRODUCTION

Democracy is to be taken as a socio-political system or an order of life whose centre of interest is man. Therefore, a democratic system provides opportunities and institutions for free expression. India is a parliamentary democracy; hence our education should aim at making democracy to work well which is only possible if citizens understand their democratic rights and also exercise them in national interest. Every citizen should be aware of the rights and duties and it helps to take active participation in the state affairs. Only through education, qualities such as sympathy, sociability, brotherhood, etc. be developed in the individual. Today's education for democracy needs to be informed by deep engagement with the values of liberty, equality, individual worth, open mindedness, and the willingness to collaborate with people of differing views and backgrounds towards common solutions for the public good.

A citizen is a legally recognized member of a state or nation. Within that context citizenship means the set of relationships between individual and state and these relationships bring out certain rights and responsibilities well. Many institutions help to develop citizen knowledge and skills and shape their civic character and commitments. Family, religious institutions, the media and community groups exert important influences. Civics is the science and philosophy of citizenship. It tells the individuals about their rights and duties and the things that they are supposed to do. Education of the citizen we need in a democracy has been the major role of the educational system over the years.

Citizenship education must comprise not only knowledge, values and skills, but also the application of those values and skills in real life situation by actively participating them.

Civic engagement "is a process in which people take collective action to address issues of public concern" and is absolutely "instrumental to democracy" (Chekoway & Aldana, 2012). The goal of civic engagement is to address public concern and promote the quality of the community. These activities are important because they teach life and leadership skills, which empower the youth to become self-reliant adults, and encourage them to contribute to their society. When they receive leadership training and learn life skills, they are able to be better leaders in their communities. Civic participation affects not just individuals, but entire societies. Neighborhoods with higher levels of civic participation have a greater sense of community, lower levels of crime and citizens who are healthier and happier. Civic engagement means dedicating oneself to improving the community through participation in both political and non-political activities. People who are civically engaged have the values and knowledge to work for public good.

Civic engagement is the foundation of a democratic society. There are two related but often competing components to democracy. One is individual liberty, and the other is the public good. The way to balance the two effectively is that the individuals have to take an active role in shaping their communities. For that first is being aware of the issues that your community is confronting, and then being able to step back and analyze the dynamics and structures which created that issue. What goes along with that is a sense of empathy, understanding that you need to be able to empathize with the conditions of people who might be different

from you. Second is defining expertise broadly so that we look at situations from multiple perspectives. The sign of social commitment is that a human being as a social being should have full commitment to the society and love and affection for the fellow human beings in that society. The upliftment and development of a society is achieved through social interactions. India being a democratic country, we have come a long way through civic engagement, and hence the country has gained independence. Civic engagement is one of the keys to our social commitment.

Civic engagement is increasingly recognized as an important component of youth development, because it can help to build human and social capital. But today's young people are less engaged in civic activities and it leads to less civic engagement. There are many reasons for the declining in civic engagement. Lack of civility, lack of attention to public affairs, lack of role models, lack of political and civic skills and lack of awareness are some of the reasons for less civic engagement. Good citizenship is never a matter of one's birth, it is one's actions and interactions in community that make him a good citizen.

There are a lot of problems faced by the society due to poor civic engagement. People do not have time or opportunity to meet or discuss problems or solve problems. They become more selfish and give importance to their own matters. People are not willing to help others and it will lead to anarchy and mutual conflicts among the people in the society. Security of the public will be compromised and the rules will be broken. It affects people's willingness and ability to be politically and civically involved.

Teachers have been responsible for producing citizens with the requisite knowledge, skills and sense of responsibility to be civically engaged and they have important role in educating students on how to become active citizens. Classroom experiences such as discussion, debate, reflection, social critique, and cooperative and collaborative learning increases civic engagement among students. Sometimes the teachers give less importance for this type of experiences. At least some teachers are limited to textbook content, they do not discuss problems in society, current events etc. So, teachers play a big role in bringing a good extent of civic engagement by the future generation.

Civic engagement in public life is essential for maintaining elements of democracy. Successful democratic society requires citizens to actively engage in community. Through education we can help our young people to develop and practice the knowledge, beliefs and behavior as needed to participate in civic life.

Need and Significance of the Study

We are living in a rapidly changing society. Civic engagement covers a wide array of activities in which citizens participate in the formal and non-formal political process that address community needs and seek to improve the quality of life for individual, groups and entire communities. But unfortunately, many people live in their own world, and the problems in the society does not affect them. Due to the lack of civic education and civic consciousness, many have become selfish and are working for their own benefits. As a social creature, man has to deal with the problems of daily life. He needs the help of others to change

his surroundings flawlessly. As a person, compulsory law and understanding must be adhered to and deal with the biological problems of society.

Recently there was a plane crash in Calicut that shocked the entire society. Even though we are under lock down protocol, the public without considering the corona fears and related protocols actively involved in rescue activities. Within a short span of time, all passengers were evacuated and were taken to various hospitals. But only a small section of the public is ready to enter into the social service domain without expecting anything. Not only human interactions with humans, but also interactions with the environment, birds and animals are related to civic engagement. The active, adaptive and resilient leadership are the main reasons for the success of democratic citizenship.

Today our society is facing a lot of problems like Nippa, the timeless flood, corona and black fungus that shakes society on the verge of terror. As a citizen, it is the responsibility of each of us to intervene in the problems of society. The level of understanding and acceptance of the rights and duties among the public especially, among the younger generation is not much satisfactory. While reviewing the literature the investigator felt that, even though we are aware of the importance of civic engagement, nobody is actively involved in the societal activities. The younger generation seems to be deviate from the value-oriented approach of education. Schools are the best places for fostering civic engagement through teaching civic content and skills, opening classroom climate for discussing issues, emphasizing the importance of civic responsibilities and encouraging a participative school culture. Since schools are the best place for

developing civic consciousness among the future citizens, teachers must have to actively engaged in civic activities. Then only they can lead the future citizens in the right path.

Therefore, as a citizen, it is of utmost importance that each prospective teacher is expected to be involved in social issues and hence to know how well he/she complies with the basic functions enshrined in the Constitution of India. Every citizen is the light and hope of the country. During the school years, each citizen learns the basics of civic sense. It is the teachers who teach this kind of civic education in school. If the prospective teachers have the knowledge of civic education and civic awareness along with civic engagement, they can mold the future citizens as better citizens as our constitution envisages.

The teacher-student community has a definite role to play in overcoming such a situation. Perhaps there is a situation where the younger generation, including myself, is turning a blind eye when it comes to emphasizing democratic and secular values. In such a situation, it is the duty of every Indian citizen to give prominence to civic consciousness and to imprint his or her personal identity accurately. But we can notice that our society does not interfere in civil affairs. The teaching community is an important group that needs to be very active in such situations. May be in the future we will face many more problems which are beyond the control of humans. Therefore, students who are going to become teachers need to be more aware of civic responsibilities, civic consciousness and civic engagement. Only then he or she will be able to develop the students into better citizens with a clear understanding of civics and civic engagement.

In earlier period, civic engagement was something that existed in every word and deed. But today, civic engagement has become something that one take for the sake of popularity. It is understood that the reason for all this is the lack of civic knowledge. No one shows any interest in dealing with the community as they are confined to their own family and work. People have lost faith in society and the rule of law. We are living in a nation that has always exemplified civic consciousness. Caring for one's fellow man is the cornerstone of this civic consciousness. These days of concern around the world are also an opportunity to demonstrate our sense of citizenship and responsibility. The security of the nation can only be safeguarded by cultivating a sense of civility that transcends international thinking and racial and ethnic differences.

Prospective teachers' subject of specialization and their political background are taken for consideration as the review suggests the possibility of their influence on civic consciousness of individual learners. The basic aim of political parties is to mold people with social engagement and a good sense of citizenship. For that, various political ideas are being trained. In the various programmes like blood donation, traffic awareness camps and environmental issues, one can see the impact of political agendas. Political interference has a great influence on the development of democratic values or on the transformation of an individual into a good citizen. Children with a political background may have a clear idea of their role in bringing about an ideal society

In schools, all children learn the same content up to 10th class, afterwards they turn to specialized courses. Generally, children who study social sciences or

humanities have a greater extent of civic consciousness than the other categories. We have knowledge of the people who made civic interventions, especially about Mahatma Gandhi and the other many leaders and social reformers. The study of social sciences helps a lot in developing civic awareness in children. But science students may not get adequate opportunity to learn about the role of social reformers and their role in a democratic society like India.

In such a situation, the investigator made an attempt to find out the extent of Civic Engagement among the prospective teachers at secondary level in a detailed manner.

Statement of the Problem

The study is entitled as "**CIVIC ENGAGEMENT AMONG PROSPECTIVE TEACHERS AT SECONDARY LEVEL**".

Definitions of Key Terms

The key terms are defined as follows**:**

Civic Engagement

Civic Engagement is "working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values and motivation to make that difference".

"Civic Engagement is an individual's duty to embrace the responsibilities of citizenship with the obligation to actively participate, alone or in concert with

others, in volunteer service activities that strengthen the local community". (Diller, 2001).

For the present study Civic Engagement is operationally defined as the extent of activities done by the individual to protect the public values and is measured through 'Civic Engagement Scale'.

Prospective Teachers at Secondary Level

A prospective teacher at secondary level means those teacher trainees who are undergoing training at B. Ed colleges.

For the present study prospective teachers at secondary level means those teachers who are undergoing B. Ed courses in teacher education institutions under University of Calicut.

Variable of the Study

The only one variable involved in this study is 'Civic Engagement' among prospective teachers at secondary level.

Objectives of the Study

The following are the objectives for the study.

1. To find out the extent of Civic Engagement among prospective teachers at secondary level in the total group and the subgroups based on Subject of specialization and Political background.

2. To find out whether there exists significant difference in the mean scores of Civic Engagement among prospective teachers at secondary level based on their Subject of specialization.

3. To find out whether there exists significant difference in the mean scores of Civic Engagement among prospective teachers at secondary level based on their Political background

Hypotheses of the Study

The hypotheses set for the study are the following.

1. There will be significant difference in the mean scores of Civic Engagement among prospective teachers at secondary level based on their Subject of specialization.

2. There will be significant difference in the mean scores of Civic Engagement among prospective teachers based on their Political background.

Methodology of the Study

Method

The present study attempts to find out the extent of Civic Engagement among prospective teachers at secondary level. To gather reliable and valid information for the study the investigator used survey method.

Sample

The population for the study comprises of prospective teachers at secondary level. The study is conducted on a sample of 400 prospective teachers studying in various B. Ed colleges under University of Calicut.

Tool

The tool 'Civic Engagement Scale', prepared by the investigator with the help of supervising teacher is used for collecting the data.

Statistical Techniques Used

Apart from the preliminary analysis, the following statistical technique is used for the analysis of data

1. Test of significance of difference between two means for large independent samples.

Scope and Limitations for the Study

The purpose of the present study is to find out the extent of Civic Engagement among prospective teachers at secondary level. The study was conducted using a representative sample of 400 students drawn from different B. Ed colleges under University of Calicut. Much care was taken to give due representation to their Subject of specialization and Political background. The sample was selected by stratified sampling technique. The tool viz., "Civic Engagement Scale' is developed as the product of this study.

Even though much care was taken to carry out the study, the study is not exempted from some limitations.

1. At the beginning of the study, it is decided to analyze the data based on the gender of prospective teachers. But due to some practical difficulty especially

in the Covid pandemic situation, the investigator could not collect data from adequate number of male sample.

2. The data is collected through online mode due to COVID-19.

In spite of all the above limitations, the investigator hopes that the results to be valid and trustworthy and will render to variations in educational process.

Organization of the Report

The report of the study has been presented in five chapters.

Chapter 1 deals with introduction of the problem, need and significance of the study, statement of the problem, definition of key terms, variables of the study, objectives, hypotheses, methodology, scope and limitations of the study.

Chapter 2 includes a theoretical overview of the variable under study and describes about the reported research studies in the area of Civic Engagement to have a clear-cut idea about the nature of studies in the field.

Chapter 3 contains the methodology of the study. This covers a discussion of the variables, tool employed for the study, selection of sample, administration of the tool, consolidation of data and statistical procedure used for analysis.

Chapter 4 describes preliminary analysis, the details of major statistical technique of analysis of data, interpretation and discussion of results, and tenability of the hypotheses.

Chapter 5 contains study in retrospect, major findings of the study, educational implications and suggestions for further research.

REVIEW OF RELATED LITERATURE

- ❑ Conceptual Overview
- ❑ Studies Related to Civic Engagement
- ❑ Conclusion

REVIEW OF RELATED LITERATURE

Review of literature is an integral part of the entire research process and makes a valuable contribution to almost every operational step. "Since effective research is based upon past knowledge, review of related literature is an important aspects of research study"(Best and khan, 1995). Review of related literature helps to eliminate the duplication of what has been done. It provides useful hypothesis and helpful suggestions for significant investigation. It helps the researcher to know about the tools and instruments which proved to be useful and promising in the previous studies.

The purpose of review of related literature as analyzed by Good (1973) is as follows:

i. To show the evidence clearly available which solves the problem adequately without further investigation and thus to avoid the risk of duplicating

ii. To provide ideas, theories, explanations or hypotheses reliable in formulating the problem

iii. To suggest methods of research appropriate to the problem

iv. To locate comparative data useful in the interpretation of the results

v. To contribute general scholarships of the investigation

Before proceeding to the investigation, investigator must understand what else were done in the field. This is meant to make a brief survey of certain significant studies carried out in the same area.

The review of related literature is presented under the following sections

1.   Conceptual overview

2.   Studies related to Civic Engagement

I. Conceptual Overview

The word civics is derived from the Latin word 'civicus' that means 'a citizen'. Another Latin word 'Civitas' means 'city state'. Both these words have given birth to the social science known as 'civics'. Civics helps man to live harmony with his other fellow beings.

Civic Engagement is "working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values and motivation to make that difference". According to Diller (2001) "Civic Engagement is an individual's duty to embrace the responsibilities of citizenship with the obligation to actively participate, alone or in concert with others, in volunteer service activities that strengthen the local community. Civic engagement "is a process in which people take collective action to address issues of public concern" and is "instrumental to democracy" (Checkoway&Aldana, 2012).

Civic Engagement is increasingly recognized as an important component of Youth Development because it can help build human and social capital. The practice of Civic Engagement has an important impact in educating young people about their rights and responsibilities as citizens and allowing them to develop skill sets that are valuable to them as they undergo the transition to adulthood.

Civic Engagement is also perceived as a driving force for community and national development as it enables youth to unleash their potential and contribute to the development of their societies. Schools can play an important role in catalyzing Civic Engagement by helping people develop and practice the knowledge and behavior sealed to participate in civic life.

Youth Civic Engagement emphasize on empowering youth and their active participation in social works. The concept of service learning also has provided a powerful mechanism for expanding youth engagement. The concept integrates community service with school curriculum and gives students the opportunity to get academic credit for participating in volunteer activities. Service learning requires students not only to engage in service but also to reflect on their service and what they have learned from it. The concept has achieved a remarkably high level of acceptance within the country's schools. But the growth of service learning came about as a result of sustained effort over a period of more than three decades to establish support mechanisms and secure funding from foundations and government sources. By developing civic knowledge, skills, values and commitment we can make the future citizens to see the moral and civic dimensions of issues, to make and justify informed moral and civic judgments, and to take action when appropriate.

Civic Knowledge

Civic knowledge means citizen's understanding of the working of the political system and of their own political and civic rights and responsibilities. Educational programs focused on civic engagement should foster knowledge of

differences including differences in culture, abilities and religious background. Peoples learn about historical background and socio-economic disparities that contributes to marginalization of certain groups. It includes a fundamental understanding of the structure and functions of the government, civic rights and responsibilities and the process by which laws and policies are made and it includes an understanding of history that shaped the present. Civic knowledge promotes political participation, democratic values, trust in public, helping mentality and can change attitudes on social problems.

Civic Skills

Civic skills refer to the ability to use knowledge when participating in various activities that are socially important, elections and youth organizations. It includes critical reasoning about morality and causes, democratic decision making, social organizing, consensus building policy formation and analysis, communication and research skills, leadership and management skills.

By educating the public civics skills help them learn to become active citizens and emphasizes the importance of acquiring the knowledge and attitudes that will lead them to become competent and responsible contribution to the public sphere. It includes the ability to make political discussions, ability to defend an opinion with arguments, ability to effectively cooperate with others, participate in team work and intercultural abilities.

Civic Values

Civic values are the sets of behavior that are considered positive for the

development of society. It represents focused behavior to generate a sense of belonging and understanding of the context where we respect other communities and encourage individuals to be voluntary, committed, truthful, and cooperative with others. It includes tolerant treatment towards different cultures, political views, religion, genders, ages, races, ethnic backgrounds other groups in society, respect towards human rights and equality, respect and responsibility towards himself and others and openness to diversity.

Civic Efficacy

Civic efficacy is the readiness and willingness to citizenship responsibilities and the belief that one can make a difference. According to Bandura "Civic efficacy as people's beliefs in their capability to produce effects". It refers to the belief that one's civic action can produce an effect.

Civic Commitment

Civic commitment promotes common good in the different areas of public life. It helps to transcend the narrow interest of the individual or a special group. There are some components that are contained in all of these components viz., political participation, collective action, and community service.

Political participation includes activities to express opinions. It includes voting in elections, political campaigning, petitioning, protesting, and working with other people on political issues. Community service is the unpaid work performed by an individual or group for the improvement or the benefit of community. It includes charity, volunteering etc. It helps to connect the

community, raise social awareness, establish a good contact with others, helps to improve individual's skills and benefits to career prospects.

Collective action is an action when a number of people work together to achieve some common objectives. It is a collaboration about intense joint activity of a community issue. There are four ways to boost youth Civic Engagement.

i) Improve Civic Literacy

Civic literacy is the ability to participate successfully in civic Life by staying informed, comprehending governmental procedures and exercising one's right and responsibilities as a citizen at a local, state, national and global levels. Individuals are also aware of the local and global consequences of civics decisions. It is vital to strengthen the foundation of democracy. Improved civic education and promotion of civic literacy knowledge and engagement among today's college students are critical. It helps students to develop the thinking skills and critical reading to participate in society and enhance sense of patriotism and nationalism.

ii) Let Younger Voices Lead

Allowing youngers to discuss controversial topics, encouraging them to express their own opinions and listening to one another in order to explore a variety of different perspectives. Youngers are more likely to develop political interest, trust and knowledge, and hence increasing the likelihood of voting in the future.

iii) Strengthen our Institutions

The most important reason why young people do not vote is that they do not believe in today's voting system. More public trust will be built by increasing government transparency and enhancing accountability within public institutions.

iv) Increase Opportunities for Generations to Interact

Older and younger people have a better understanding of each other's viewpoints. They will have a better understanding of each other's need and will approach policy ideas with a more open mind and a preference for the greater good.

II. Studies related to Civic Engagement

The reviewed studies in the area Civic Engagement are summarized and presented below:

Albright, Daniel, Godfrey *et.al.* (2020) conducted a study on civic engagement among student Veterans. Purpose of this study was to access participation rates in civic volunteering among service member and Veteran students. The result revealed that service member and Veteran students were more likely to engage in volunteerism than their non-veteran counterparts. And student Veterans and non-veteran students reported that engagement in volunteer efforts both reduces the feeling of depression and increases their use of Mental Health Service. The finding of this research suggests that the promotion of civic engagement and participation in volunteerism for service members and Veteran

students on college campuses might contribute to successful reintegration outcomes.

Caliskan (2020) conducted a study on Civic Engagement and demographic atmosphere in times of trouble: Perspectives of University students in Turkey. The result obtained revealed that student's overall Civic Engagement level was below the average level. The level of student activism was much lower than student's interest in politics and exercising rights, respectively. Furthermore, student's interest in politics was substantially lower than their willingness to use their rights. In terms of student's perceptions of a democratic university environment, the data revealed that student's overall perceptions of the university environment were slightly higher than average. Student's perceptions of the university environment in terms of respect for ideas were much higher than their perceptions of the university environment in terms of respect for ideas were much higher than their perceptions of the university environment in terms of participation in decision making.

The study on Civic Engagement and cosmopolitan leadership by Harbour and Clifford (2020)explored the leadership qualities of participants as pivotal to the development of Civic Engagement.

Chu (2019) conducted a study on Civic Engagement and subjective well-being: mediating effect of a sense of agency. The study shows that by engaging in civic activities the marginalized people increases that they can bring changes to their lives and they have control over their life.

Olayinka and Elijah (2019) conducted a study on level of Civic knowledge and attitude as antidotes of Civic Engagement among secondary school students in Oyo state Nigeria. The study found that the level of secondary school students Civic knowledge and engagement was moderate, while their attitude towards Civic engagement was negative, Based on the findings, it is recommended that children be educated about Civic responsibilities in order to build favorable attitude towards Civic Engagement.

Procentese, Carlo and Gatti (2019) conducted a study on Civic Engagement within the local community and sense of responsible togetherness. The study intends to investigate the influence of local community engagement attitudes and behaviors in encouraging collective actions and members representations of their contacts with the local community through their sense of community. The findings suggest that Civic Engagement attitude give meaning to people's local commitment and Civic engaged behavior, which help them grow their sense of community and in turn, encourage their sense of responsible togetherness. The sense of community appears to be a mediator in the relationship between Civic Engagement behaviors and sense of responsible togetherness but not in the relationship between Civic engaged attitudes and sense of responsible togetherness, implying that views and behavior is are linked.

Civic purpose in late adolescent factors that prevent decline in Civic Engagement after high school, a study conducted by Malin, Han and Liauw (2017) investigated the effects of internal and demographic variables on civic development. Results showed that while there is an overall decrease in civic

engagement in the transition out of high school both internal and social factors protected participants from the steep civic decline. Interaction effects varied.

Stefaniak, Bilewicz and Lewicka (2017) conducted a study on the merits of teaching local history: Increased place attachment enhances civic engagement and social trust. In this study, they argued that learning about local history can lead to a stronger sense of place, making it a viable strategy for increasing social capital indicators. They investigated the impact of teaching local history on the development of historical curiosity, commitment to place and civic engagement. The result revealed that young individuals who learned about local history showed an increased interest in it, as well as a stronger sense of place, Civic Engagement intentions and social trust in general. They also demonstrated the importance of place attachment as a relation between greater interest in civic engagement and increased local history. The relevance of encouraging youth civic engagement and societal trust in general is highlighted.

Factors associated with civic engagement in adolescence: the effects of neighborhood, school, family and peer contexts, a study conducted by Rossi, Lenzi, Sharkey, *et. al.* (2016) looked at the relative influence of neighborhood characteristics, Civic education at school, Civic education among friends and Civic education among parents on Civic views and behaviors among teenagers. It found that both Civic attitudes and behaviors were linked to intergenerational closure, friend's Civic participation and parent's Civic Engagement. The findings highlighted the importance of considering multiple contexts to understand what factors are associated with youth Civic Engagement.

Marquez, Gonzalez, Gallo and Latino (2016) Civic Group Participation, social networks, and physical activity. The study found that members of Civic group was found to be more inclined to be physically active. Participant participation in Civic groups widened the social works, making them more aware of chances for physical activity in their communities.

Blankson (2015) conducted a study on service learning and civic responsibility in a sample of African -American college students. Result did not indicate changes in civic attitudes over time for service-learning students. However, there was a significant interaction between past and current service learning in predicting political awareness.

Khorsandi (2015) describe the relationship between social capital and civic participation and the result revealed that there is significant relationship between social capital and civic participation. They concluded that social trust, social solidarity, social network and social communication are related with civic participation.

Whitley and Yoder (2015) conducted a study on 'Developing social responsibility and political engagement: Assessing the aggregate impact of civic engagement on associated attitudes and behaviors. Study determined the impact of three types of educational experiences - curricular Civic Engagement and extracurricular Civic Engagement, participation in a living learning community on social responsibility and political engagement, attitudes and behaviors. The findings revealed that all three types of experience are positively related to Civic

Engagement attitudes and behaviors, and extra-curricular Civic Engagement has the most impact. Students' Civic Engagement attitudes are already relatively high.

Hebermann, Mackie and Prewitt (2014) observe that Civic Engagement, social cohesion and other dimensions of social capital affect social economic and health outcomes for individuals and communities. Civic Engagement and social cohesion identified measurement approaches that can lead to improved understanding of civic engagement, social cohesion and social capital and their potential role in explaining the functioning of society.

Hope, Jagers (2014) reported on the role of socio-political attitudes and civic education in the Civic Engagement of black youth. They examined the relationship between civic engagement and socio-political cynicism, institutional discriminatory perceptions and political efficacy. Civic education was not linked to civic engagement, but perceived institutional discrimination, political efficacy, and civic education were associated with civic engagement. Civic education may improve the association between perceived institutional prejudice and Civic Engagement.

Lenzi, Vieno and Santihello (2014) conducted a study on How school can teach Civic Engagement besides civic education: The role of democratic school climate. The study examined a theoretical model that perceived democratic school climate, taking into account the mediating role of civic discussions and perceived fairness at school. They found that higher level of democratic school atmosphere was linked to higher levels of adolescent civic duty, with civic dialogues and perceived fairness at school fully mediating the relationship. As a result,

adolescent civic duty was linked to a larger desire to participate in the civic realm in the future.

Acik (2013) conducted a study on 'Reducing the participation gap in Civic Engagement: Political consumerism in Europe'. This study explored the nature of civic engagement and identified three main dimensions- political activism, involvement in voluntary associations and political consumerism. They found that three dimensions of Civic Engagement demonstrates that the socio-democratic profile of their activism differ from each other. Political consumerism reduces the participation gap between different social groups and might carry important lessons for participative democracy.

'Civic Engagement scale: A validation study' by Doolittle and Faul (2013) found that Civic Engagement scale is strong enough to recommend its use in educational settings and this scale was useful to researchers seeking to better understand its relationship of attitudes and behaviors with Civic Engagement in the service-learning settings.

Smith (2013) conducted a study on Civic Engagement in the digital age and found that the well-educated are more likely than others to participate in civic life online just as those groups have always been more likely to be active politics and community affairs offline. Political activity in social networking spaces shows a somewhat more moderate version of that trend.

The study conducted by Meeus, Crocetti and Watkins (2012) on Identity and Civic engagement in adolescence. The purpose of the study was to examine the connection between identity and adolescent Civic Engagement. They found

that achieved adolescence are more participative in volunteer activities. They proved that the relationship between identity process in the past and future volunteers and political participation is mediated by social responsibility.

Bowman (2011) conducted a study on Promoting participation in a diverse democracy: A meta-analysis of college diversity experiences in civic engagement. The result reveals that diversity experiences are associated with increases in civic attitudes, behavioral intentions and behaviors. The strength of the relationship between diversity and Civic engagement and also depends on the type of Civic outcome.

Norvell and Gelmon (2011) conducted a study on 'Assessing Civic Engagement'. The study found that student learning objectives that stem from a civic engagement agenda focus on the development of civic and leadership skills fundamental to democratic societies, and the development of cognitive outcomes including critical thinking and decision-making skills.

Gallant, Smale and Arai (2010) carried out a study on Civic Engagement through mandatory community service: Implications of serious leisure. This study examines University student's attitudes on social responsibility and volunteerism, as well as how there are related to earlier high school community service activities. School and community factors, most notably prior volunteer actively, were found to be effective predictors of student's attitudes towards social responsibility, whereas current volunteering was found to be impacted more heavily by school and community effects. They come to the conclusion that high quality community service experiences can lead to long-term Civic Engagement.

Knapp, Fisher and Bristol (2010) investigated Service learning's impact on college students commitment to future Civic Engagement, self-efficacy and social empowerment. The findings show that some service learning applications improve student's commitment to future community involvement, efficacy and empowerment. Student's experiences of social empowerment appear to mediate higher levels of commitment to be engaged. The findings can be used to improve the use of service learning as a pedagogical technique to help students learn more effectively.

Purta (2010) conducted a study on The school's role in developing Civic Engagement: A study of adolescence in twenty eight countries. It reveals that schools take an great role in fostering Civic engagement among students when their teach Civic content and skills, ensure open classroom climate for discussion problems, emphasize the importance of election process and encourage participative school culture.

Bringle, Clayton and Price (2009) conducted a study on partnerships in service learning and Civic Engagement and found that developing campus-community partnerships is a core element of well-designed and effective Civic Engagement, including service learning and participatory action research.

Flanagan (2009) conducted a study on young people's Civic Engagement and political development and found that younger generation are less engaged in civic activities than earlier generation.

The relationship between service learning, social justice, multicultural competence and Civic Engagement, a study conducted by Einfeld and Collins

(2008) examined how participants in a long-term service learning program described their understanding of and commitment to social Justice, multicultural competence and civic engagement. The result obtained that several participants increased their awareness of inequality, but only some adopted a commitment to social justice, participants also developed several multicultural skills while interacting with their clients such as empathy, patience, attachment, reciprocity, trust and respect all participants expressed a commitment to continued Civic Engagement.

Albanesi, Cicognani and Zani (2007) studied on sense of community, Civic Engagement and social well-being in Italian adolescents. The study investigates the relationship between sense of community, Civic Engagement and social wellbeing in a sample of Italian adolescence. The finding revealed that participation in formal groups is linked to improved Civic Engagement and a stronger sense of community. Sense of community predicts social well-being and partially explains the association between Civic Engagement and social well-being. According to the findings, it is critical to offer teenagers with more opportunities to feel a feeling of belonging to their peers group and promote pro-social behaviors in the community in order to improve social well-being.

Davila and Mora (2007) conducted a study on An assessment of Civic Engagement and educational attainment. It reveals that highly educated individuals are more civically engaged and citizens engagement or activity may promote educational achievement.

Hart, Dollelly, Youniss and Atkins (2007) conducted a study on High school community service as a predictors of adult voting and volunteering. It found that high school students involved in community service are more likely to vote and volunteer in adulthood.

The study conducted by Mercelo, Loper and Kirby (2007) on Civic Engagement among young men and women revealed that young men are among the most engaged in a wide range of political activities despite lower voter turnout and young women are among the most engaged in civic activities such as volunteering and also the most likely to vote.

Prentice (2007) conducted a study on service learning and Civic Engagement and suggested that participation in service learning can increase students' civic engagement, when Civic Engagement is defined as more than just political action. Outside work can complement what goes on in the classroom in ways that benefit both the community and students.

Terkla, Oleary, Wilson *et.al.* (2007) conducted a study on civic engagement assessment: linking activities to attitudes. Results suggested that involvement in civic engagement activities can affects student's civic and political attitudes.

Xenos and Moy (2007) carried out a study on Internet on Political and Civic Engagement and examined the effects of behaviors on political and civic engagement in an evolving media landscape. Analysis of the 2004 American National Election Studies revealed a pattern of direct effects of Internet use on basic information acquisition and use but contingent effects for concrete acts of

civic or political engagement. These results provide an important window on the political impacts of contemporary Internet use and suggest that future reassessments of the Internet's role in public life should continue to probe for direct as well as differential effects.

Billig, Root and Jesse (2005) found the impact of participation in service learning on high school student's civic engagement. Many young people do not feel they can make a difference, solve problems in their communities, or have a meaningful impact on politics or government. Lack of engagement in the political system is particularly pronounced for Young women and urban youth. The researchers showed that students with a stronger record of academic achievement demonstrate greater political knowledge and higher rates of community participation than those with lower achievement level.

Morse and Hibbing (2005) carried out a study on citizenship and Civic Engagement and revealed that the associations is woefully inadequate foundation for good citizen. The study identified four reasons for the inadequate foundation of good citizenship viz., people join in homogeneous groups, do not lead partnerships, people are always excluded from political participation and not all groups promotes democratic values. So good citizens need to learn that democracy is messy inefficient and conflict ridden.

Uslaner and Brown (2005) conducted a study on 'Inequality, trust and Civic Engagement'. They found that trust plays an important role in participation levels, but contrary to more traditional models that causal relationship runs from trust participation. Trust is strongly affected by economic inequality. Finding

indicated that inequality is the strongest determinant of trust and that trust has a greater effect on communal participation than on political participation.

Bynner, Schullar and Feinstein (2003) carried out a study on Wider benefits of education : Skills, higher education and Civic Engagement and found that education is not so much a government option as it is an imperative requirement for promoting personal well-being and a cohesive society.

Pattie, Seyd and Whiteley (2003) conducted a study on civic attitudes and engagement in modern Britain and found that British people are active citizens and have a strong normative commitment towards citizenship. They are less involved in traditional forms of political action, but they are more willing to undertake individual action than before and are still active in local associational life.

Egerton (2002) worked on higher education and Civic Engagement and the study focused on the relationship between social engagement, particularly civic engagement and education. It examined the effects of tertiary education on the social and Civic Engagement of young people. The result found that the social and Civic Engagement of young people who would enjoy higher education was higher in their late teens than of their peers who did not enter. However, higher education had a small additional effect of Civic Engagement for both young and mature students. The children of professionals most likely to be involved in civic activities.

Conclusion

From the review of related literature, the investigator could understand that the studies related to civic engagement especially in Kerala are very rare. Majority of the studies are focusing on civic participation, community service and attitude. Review suggests that political consumerism diminishes the participation gap between different social groups and might carry important lessons for participative democracy. Leadership qualities of participants are pivotal to the development of civic engagement. Considering all these facts the investigator made an attempt to study in the area of Civic Engagement among prospective teachers at secondary level.

METHODOLOGY

- ❑ **Variable of the Study**
- ❑ **Objectives of the Study**
- ❑ **Hypotheses of the Study**
- ❑ **Tools used for Data Collection**
- ❑ **Sample Selected for the Study**
- ❑ **Data Collection Procedure**
- ❑ **Statistical Techniques Used for the Study**

METHODOLOGY

Methodology is the procedure adopted in a research work. It refers to the general strategy followed for the collection and analysis of the data which is necessary for solving a problem. The methodology chapter shows as overview about the research design, sampling design, details of data collected, and relevant statistical techniques for the interpretation of respective research.

The methodology adopted for the present study is described under the following major headings:

- ❑ Variable of the study
- ❑ Objectives of the study
- ❑ Hypotheses of the study
- ❑ Tools used for data collection
- ❑ Sample selected for the study
- ❑ Data collection procedure
- ❑ Scoring and consolidation of data
- ❑ Statistical techniques used for the study

Variable of the Study

The only variable involved in the study is Civic Engagement among prospective teachers at secondary level. Subject of specialization and Political background are treated as classificatory variables.

Objectives of the Study

The objectives of the study are the following.

❑ To find out the extent of Civic Engagement among prospective teachers at secondary level in the total group and the subgroups based on Subject of specialization and Political background.

❑ To find out whether there exists significant difference in the mean scores of Civic Engagement among prospective teachers at secondary level based on their Subject of specialization.

❑ To find out whether there exists significant difference in the mean scores of Civic Engagement among prospective teachers at secondary level based on their Political background.

Hypotheses of the Study

The hypotheses of the study are the following.

1. There will be significant difference in the mean scores of Civic Engagement among prospective teachers at secondary level based on their Subject of specialization.

2. There will be significant difference in the mean scores of Civic Engagement among prospective teachers based on their Political background.

Tools used for Data Collection

Collection of relevant data is an important aspect of any research work. The selection of suitable tool is of vital importance for a successful research. A research tool is an important factor in determining sound data and in arriving at

perfect conclusions about the problem or study in hand. For the present study the investigator developed the tool viz, Civic Engagement Scale for collecting the needed data.

The detailed description of the construction of the scale is presented under the heads,

- ❏ Planning of the scale
- ❏ Preparation of the scale
- ❏ Tryout of the scale
- ❏ Finalization of the scale

➢ **Planning of the Scale**

The first step in the construction of a scale is planning. At the planning stage investigator select and analyze some books, journals, research papers and encyclopedia related to the variable. It helped the investigator to fix the various dimensions or components of the Civic Engagement. It is decided to develop the scale in the form of Likert type with the responses viz, 'correct', 'partially correct' and 'wrong'. The investigator focused on five dimensions of Civic Engagement viz, Civic knowledge, Civic skills, Civic values, Civic efficacy and Civic commitment.

Description of each of these dimensions is given below.

Civic Knowledge

Civic knowledge is concerned with the content of what citizens ought to know-the subject matter. It includes knowledge of facts, concepts, democratic processes, government structures and functions, past and present events, knowledge about Indian Constitution, citizenship and political parties etc. Item numbers 1 to 12 come under this dimension.

Eg:- I don't know how much is the importance of political parties in a democratic country.

Civic Skills

Civic skills are participatory involvement, ability to make a reasoned or logical judgment about political and civic situations of problem-solving processes. It includes participation in political and social service, organizing process, positive sounds in administrative and social evils, interaction with the society, positive attitude, leadership etc. Item numbers 13 to 28 are come under this dimension.

Eg:-I do not use to record my views on socio political matters.

Civic Values

Civic values are the set of behaviors that are considered positive for the development of society. It includes rights and responsibilities, respect, national feeling, public obligations, religion, others' opinions etc. Item numbers 29 to 41 are come under this dimension.

Eg:-.I try to protect the rights of the weaker sections.

Civic Efficacy

Readiness and willingness to assume responsibilities of citizenship, knowing how, when and where to make informed and reasoned decisions for the public good in a pluralistic, democratic society. Item numbers 42 and 43 are come under this dimension.

Eg:-I like to deal with the problems that only concern me.

Civic Commitment

It means willingness to make positive contribution to society. Item numbers 44 to 47 are come under this dimension.

Eg:-I often avoid everything because I do not believe that only an individual can change the society

➢ Preparation of the Scale

Upon the above-mentioned dimensions the investigator developed the tool "Civic Engagement Scale". The draft scale consists of 47 terms of which 25 items are positive and 22 items are negative.

A copy of the draft Civic Engagement Scale (Malayalam& English version) are given as Appendix I &II respectively.

Scoring Procedure

Each response of the scale has the responses viz, correct, partially correct and wrong. For the positive statements the respective scores to the three responses are 3, 2 and 1 and for negative statements the scoring was done in the reverse order.

➢ **Tryout of the Scale**

The purpose of the tryout of the scale is to select the items for the final scale by empirically testing the item characteristic. The procedure of the item analysis is discussed below.

For try out, the draft scale was administered to a sample of 370 prospective teachers at secondary schools, selected by stratified sampling technique, giving due consideration to Locale of institutions, Type of management of institutions, Subject of specialization and their Political background.

The responses sheets were scored using scoring key prepared by the investigator. The 370 response sheets obtained were scored and the total score for each sheet was calculated and they were arranged in the descending order of the total score. After that the highest 27 percent and the lowest 27 percent of the total students were separated.

The mean and standard deviation of the score obtained for each item for the upper and lower group were calculated separately. The critical ratio for each item were calculated using the formula

$$\text{Critical Ratio} = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_1^2}{N_2}}}$$

$\overline{X}_1$ = Mean of each item in the upper group

$\overline{X}_2$ = Mean of each item in the lower group

S_1 = Standard deviation of each item in the upper group

S_2 = Standard deviation of each item in the lower group

N_1 = Sample size of the upper group

N_2 = Sample size of the lower group

The critical ratio (t-value) obtained for each item together with means and standard deviation for the two groups is given in Table 3.1.

Table 3.1

Critical Ratio with Mean and Standard Deviation of Each Item in Civic Engagement Scale

	M$_1$	M$_2$	SD$_1$	SD$_2$	t-value
1	2.64	2.47	0.13	0.58	2.83
2	2.66	2.52	0.00	0.60	2.80
3	2.61	2.28	0.26	0.63	11.00
4	2.51	2.04	0.49	0.59	6.71
5	2.45	2.06	0.57	0.69	6.50
6	2.57	2.05	0.40	0.69	13.00
7	2.54	2.09	0.37	0.62	11.25
8	2.65	2.38	0.09	0.62	1.71*
9	2.29	1.77	0.64	0.59	4.87
10	2.37	1.76	0.57	0.73	7.63

11	2.61	2.37	0.22	0.67	3.57
12	2.58	2.27	0.38	0.63	4.38
13	2.59	1.99	0.28	0.66	8.75
14	2.62	2.05	0.25	0.71	7.60
15	2.65	2.50	0.09	0.75	2.10*
16	2.61	2.23	0.32	0.65	3.33
17	2.56	1.97	0.36	0.69	1.13*
18	2.24	1.62	0.71	0.69	6.60
19	2.46	1.63	0.49	0.66	10.4
20	2.23	1.51	0.62	0.60	9.00
21	2.5	1.98	0.45	0.71	6.50
22	2.07	1.42	0.63	0.65	7.20
23	2.12	1.48	0.69	0.65	8.11
24	2.5	2.18	0.43	0.61	4.44
25	2.13	1.58	0.62	0.67	6.09
26	2.39	1.89	0.54	0.66	5.96
27	2.57	2.00	0.34	0.62	8.44
28	2.48	1.97	0.45	0.57	7.21
29	2.65	2.16	0.09	0.63	7.99
30	2.30	1.60	0.58	0.68	8.20
31	2.43	1.62	0.46	0.62	10.86
32	2.66	2.74	0.00	0.49	1.69*
33	1.83	1.96	0.81	0.72	1.25*
34	2.46	2.31	0.55	0.73	1.68*
35	2.61	2.69	0.34	0.59	1.23*

36	2.59	2.63	0.35	0.65	0.43*
37	2.66	2.71	0.00	0.59	0.91*
38	2.61	2.66	0.27	0.64	0.59*
39	2.64	2.71	0.19	0.56	1.24*
40	2.55	2.37	0.52	0.79	1.92*
41	2.65	2.52	0.09	0.62	2.15*
42	2.65	2.37	0.16	0.66	4.30
43	2.65	2.5	0.13	0.6 2	2.46*
44	2.10	2.15	0.75	0.70	0.41*
45	2.59	2.22	0.29	0.64	5.46
46	2.62	2.18	0.23	0.72	6.04
47	2.62	2.28	0.21	0.66	5.11

* Denotes deleted items

> **Finalization of the Scale**

Items with critical ratio greater than 2.58, the tabled value of 't' at 0.01 level of significance was selected for the final scale. Thus 32 items were selected for the final scale, in which 20 items are positive and 12 items are negative.

A copy of the Civic Engagement Scale (Malayalam &English version-final) are given as Appendix III & IV respectively.

Reliability

Reliability is the degree of consistency that instrument or procedure demonstrates whatever it is measuring; it does so consistently (Best & Kahn,

2014). The investigator ensured the reliability of the tool by using test-retest method. Civic Engagement scale was administered to a group of 30 students and again the scale was re-administered to the same group with an interval of two weeks. The reliability coefficient was 0.80 (N=30) which ensured the reliability of the tool Civic Engagement Scale.

Validity

Validity is that quality of a data gathering instrument or procedure which ensures to measure what it is supported to measure. The validity of a tool implies that the items much not only elicit stable or reliable response; but also provide the piece of information the researcher wants.

The validity of the present scale is ensured through face validity. The items in the scale were framed in simple clear language so that the respondents can comprehend the items easily and hence the scale possess face validity.

Sample Selected for the Study

Sample is a representative part or a single item from a larger group especially when presented for inspection or shown as evidence of quality. The dependability of any study is determined to a great extent by the selection of the sample.

The population for the study consists of Prospective teachers at secondary level. The sample of the study constituted 400 Prospective teachers at secondary level from various Teacher Training Colleges under University of Calicut. While selecting the sample proper weightage were given to Gender, Locale of

institutions, Type of management of institutions, Subject of specialization and their Political background.

Gender of the Student

Gender has great influence on findings of research .Since it has been found that sex difference exists in many of the psychological variables, the investigator decided to give due weightage to male and female students.

Locale of Institutions

Appropriate weightage was given to the Locale of institutions.

Type of Management of Institutions

The existing B. Ed colleges in University of Calicut fall in to four categories Viz, Government teacher training colleges, Aided teacher training colleges, University teacher education centers and Self-financing teacher training colleges. Proper weightage was given to all these types of colleges.

Subject of Specialization

In the present study the investigator decided to give appropriate weightage to the two branches of specialization Viz, Science and Social science subjects.

Political Background

Political background of the prospective teachers was considered as classificatory variables. The two strata taken are prospective teachers with Political background and without Political background.

Data Collection Procedure

As the first step, investigator collected the details of different B. Ed colleges. After that the investigator contacted the Principals and teachers of these institutions. Because of the Covid-19 pandemic situation, the investigator collected the required data through online mode using Google form. Adequate instructions were given to the students using Google form.

Scoring and Consolidation of Data

The response sheets were scored according to the scoring procedure and were consolidated and tabulated for further statistical analysis. The break-up of the final sample is given as Table 3.2.

Table 3.2

Breakup of the Final Sample

Subject of specialization		Political background	
Science	Social Science	Yes	No
194	206	164	236
400		400	

Statistical Techniques used for the Study

Preliminary Analysis

The important statistical properties of variable Civic Engagement were calculated and analyzed as preliminary step. For this mean, median, mode,

standard deviation, skewness and kurtosis were calculated for the total sample. Apart from this, the following statistical technique is used for analyzing the data.

Test of Significance of Difference between Means for Large Independent Samples

The means obtained were compared using the test of significance of difference between means for large independent samples. The formula used for finding the critical ratio is

$$\text{Critical Ratio} = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

$\overline{X}_1$ = Mean of each item in the upper group

$\overline{X}_2$ = Mean of each item in the lower group

S_1 = Standard deviation of each item in the upper group

S_2 = Standard deviation of each item in the lower group

N_1 = Sample size of the upper group

N_2 = Sample size of the lower group

If the obtained critical ratio 't' is greater than the required tabled value for significance at 0.05 or 0.01 level of significance, the mean difference is considered to be significant.

ANALYSIS AND
INTERPRETATION
OF DATA

❑ **Preliminary Analysis**

❑ **Extent of Civic Engagement among Prospective Teachers at Secondary Level**

❑ **Difference in the Mean Scores of Civic Engagement among Prospective Teachers at Secondary Level**

❑ **Summary of Findings**

❑ **Tenability of Hypotheses**

ANALYSIS AND INTERPRETATION OF DATA

Analysis of the collected data helps the investigator to test the hypotheses formulated statistically and arrive at conclusions. The main purpose of the study is to find out the extent of Civic Engagement among prospective teachers at secondary level and also to find out whether there exists significant difference in the mean scores of Civic Engagement among prospective teachers at secondary level based on their Subject of specialization and Political background of family. The collected data was analyzed and the results have been presented and discussed in this chapter with reference to the following hypotheses.

Hypotheses of the Study

1. There will be significant difference in the mean scores of Civic Engagement among prospective teachers at secondary level based on their Subject of specialization.

2. There will be significant difference in the mean scores of Civic Engagement among prospective teachers at secondary level based on their Political background.

The analysis of data and discussion of results are presented under the following headings.

❑ Preliminary Analysis

❑ Extent of Civic Engagement among prospective teachers at secondary level in the total group and relevant subgroups

❑ Difference in the mean scores of Civic Engagement among prospective teachers at secondary level based on Subject of specialization and Political background

❑ Tenability of Hypotheses

A. Preliminary Analysis

As a preliminary step, the important constants such as Mean, Median, Mode, Standard deviation, Skewness and Kurtosis were calculated for the variable Civic Engagement in the total group to test whether the variable follow the properties of normal distribution. The statistical constants for the variable are presented in Table 4.1

Table 4.1

Statistical Constants of the Variable Civic Engagement for the Total Group

Variable	N	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Civic Engagement	400	76.41	77.00	75.00	10.31	-.31	-.15

From Table 4.1, it can be seen that there is not much variation among the values of three measures of central tendency viz, mean, median and mode of the variable Civic Engagement. Table 4.1reveals that the extent of skewness is near to zero and the measure of kurtosis do not depart appreciably from that of normality, so it can be concluded that the distribution is approximately normal for the variable Civic Engagement. The smoothed frequency curve of Civic Engagement for the total group is shown in Figure 4.1.

Figure 4.1

Smoothed Frequency Curve of the Variable Civic Engagement for Total Group
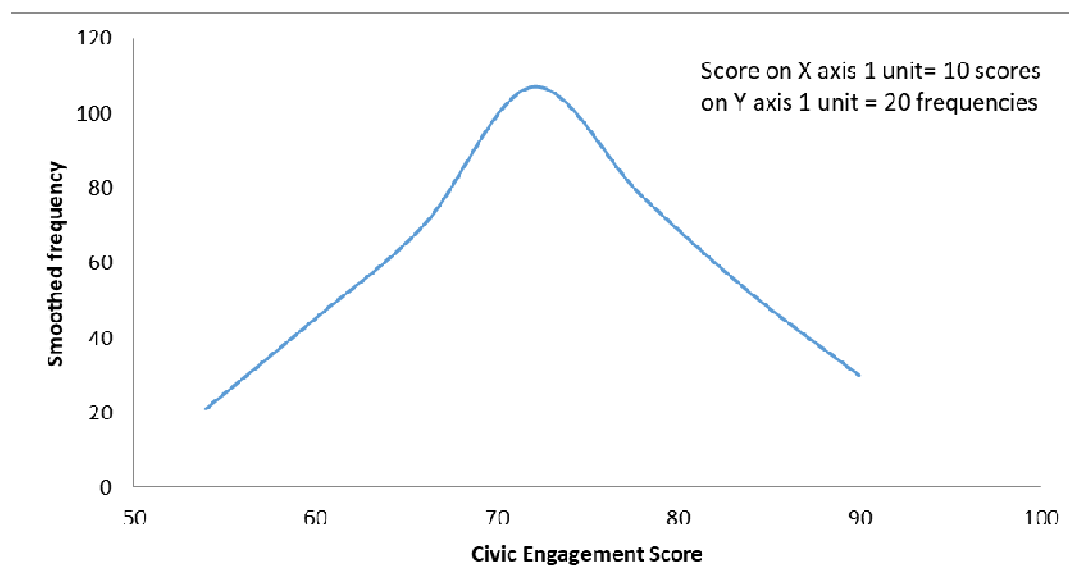
The statistical constants along with the graphical representation of the variable Civic Engagement suggests that the variable is normally distributed.

B. Extent of Civic Engagement among Prospective Teachers at Secondary Level in the Total Group and Relevant Subgroups

Extent of the variable Civic Engagement among prospective teachers at secondary level in the total group and relevant subgroups based on their Subject of specialization and Political background of family were established by calculating mean scores and percentiles.

The mean scores of Civic Engagement among prospective teachers at secondary level in the total group and relevant subgroups are presented in Table 4.2

Table 4.2

Mean Scores of Civic Engagement among Prospective Teachers at Secondary Level in the Total Group and Relevant Subgroups

| Total group | Prospective Teachers Based on | | | |
| | Subject of specialization | | Political background | |
	Science	Social Science	With	Without
76.41	75.90	76.88	78.32	75.07

Table 4.2 reveals that the mean score of Civic Engagement among prospective teachers at secondary level in the total group is 76.41. This means that Civic Engagement among prospective teachers is moderate as it is just greater than the middle value (64). When the Subject of specialization is considered, there is not much difference in the mean scores of Civic Engagement between Science and Social science prospective teachers. When we consider Political background, prospective teachers with background have higher Civic Engagement than the prospective teachers without Political background.

Percentile Scores

Percentiles are points of a given distribution below which a given percentage of cases lies. For the present study percentiles were established for total group and the sub groups based on their Political background.

1. ***For the Total Sample***

The values of percentiles for the total group are presented in Table 4.3.

Table 4.3

Percentile Scores of Civic Engagement for Total Group

Percentiles	Score
P_{90}	90.00
P_{80}	86.00
P_{70}	82.00
P_{60}	79.00
P_{50}	77.00
P_{40}	75.00
P_{30}	72.00
P_{20}	67.00
P_{10}	62.10

Table 4.3 shows that 90 percent of total group scored above 62.10 in the distribution of 'Civic Engagement among prospective teachers'. The percentile value again shows that 50 percent of total group scored above 77.00 in the distribution. This was made by calculating the cumulative percentage corresponding to the upper limit of each class interval. The graphical representation of cumulative percentage frequency curve of total group is given in Figure 4.2.

Figure 4.2

Cumulative Percentage Frequency Curve of the Variable Civic Engagement among Prospective Teachers at Secondary Level for the Total Group
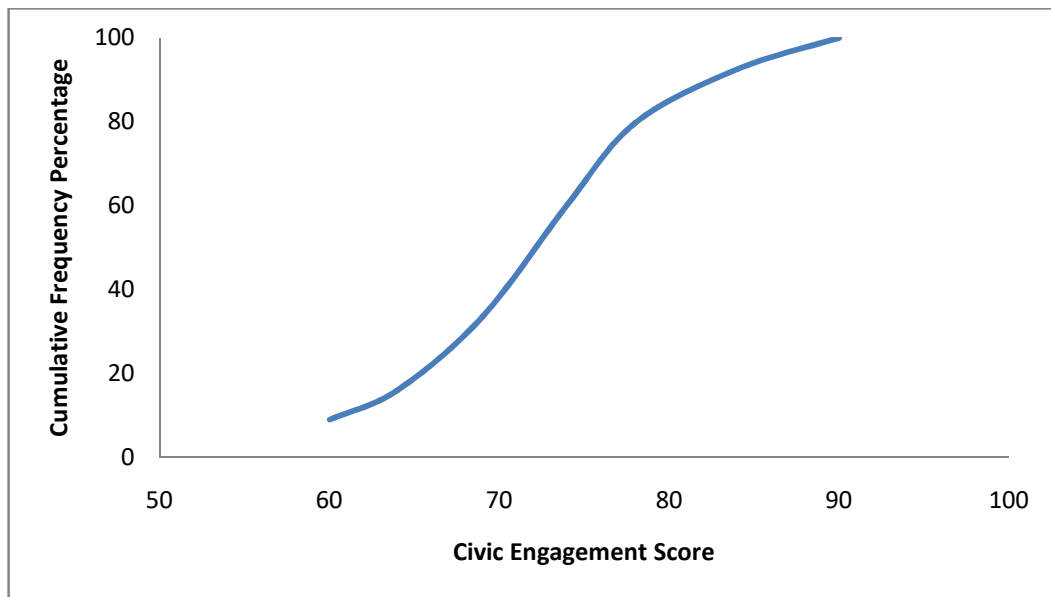
2. ***For Subgroup based on Political Background***

As there is difference in the mean scores of Civic Engagement among prospective teachers at secondary level between prospective teachers with and without Political background, separate percentiles were established which is summarized in Table4.4

Table 4.4

Percentile Scores of Civic Engagement for the Subgroup based on Political Background

Percentiles	Scores	
	With Political background	Without Political background
P_{90}	92.00	89.00
P_{80}	87.00	83.00
P_{70}	85.00	81.00
P_{60}	82.00	78.00
P_{50}	79.00	75.00
P_{40}	76.00	74.00
P_{30}	73.00	70.00
P_{20}	70.00	66.00
P_{10}	64.00	61.00

From Table 4.4, 50 percent of prospective teachers with Political background scored above 79in the distribution of Civic Engagement where as 50 percent of prospective teachers without Political background scored only 75. The result suggests that prospective teachers with Political background are more engaged in Civic activities. The graphical representation of cumulative percentage frequency curve of prospective teachers with and without Political background are given below in Figure 4.3.

Figure 4.3

Cumulative Percentage Frequency Curve of 'Civic Engagement among Prospective Teachers' based on Political Background
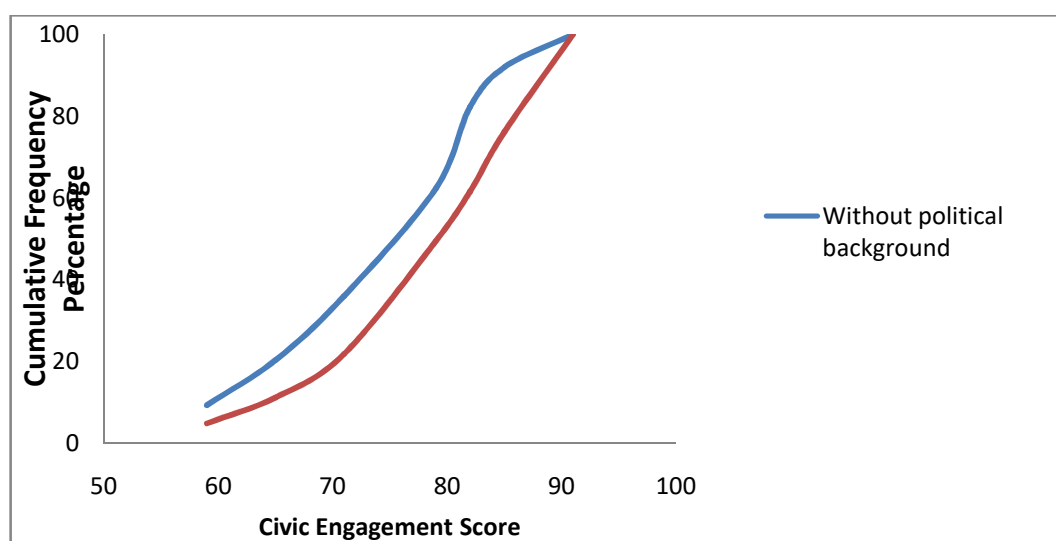
C. Difference in the Mean Scores of Civic Engagement among Prospective Teachers at Secondary Level based on Subject of Specialization and Political Background

This part of analysis is intended to find out whether there is any significant difference in the mean scores of Civic Engagement of prospective teachers at secondary level between the subgroups based on Subject of specialization and Political background.

a) Based on Subject of specialization

Test of significance of difference in the mean scores of Civic Engagement between Science and Social science group prospective teachers were subjected to two tailed test of significance of difference between two means. The results of 't' test are given in Table 4.5.

Table 4.5

Data and Results of Test of Significance of Difference in the Mean scores of Civic Engagement of Prospective Teachers between the Subgroups based on Subject of Specialization

Variable	Subject of specialization	N	Mean	SD	t
Civic Engagement	Science	194	75.90	10.05	0.96
	Social Science	206	76.88	10.56	

Table 4.5 shows that the critical ratio for the test of significance of difference in the mean scores of Civic Engagement between Science and Social science prospective teachers is found to be 0.96 which is less than the table value 1.96 at 0.05 level of significance. This reveals that there exists no significant difference in the mean scores of Civic Engagement between Science and social science prospective teachers. So, it can be concluded that the Science and Social Science students have the same level of Civic Engagement.

b) ***Based on Political background***

This part of analysis is intended to find out whether there is any significant difference in the mean scores of Civic Engagement of prospective teachers between sub groups based on their Political background. The mean and standard deviation of Civic Engagement between student teachers with and without Political background were subject to two tailed test of significance of difference between means. The results of t test are given in Table 4.6.

Table 4.6

Test of Significance of Difference in the Mean scores of Civic Engagement of Prospective Teachers between the Subgroups based on Political Background

Variable	Political background of family	N	Mean	SD	t
Civic Engagement	With Political background	164	78.32	10.23	3.14**
	Without Political background	236	75.07	10.18	

** indicates significance at .01 level

Table 4.6 shows that the prospective teachers with Political background have a mean of 78.32 with standard deviation 10.23. Also prospective teachers without Political background have a mean score of 75.07 with standard deviation 10.18. The critical ratio for the test of significance of difference in the mean scores of Civic Engagement of prospective teachers with and without Political background is found to be 3.14 which is greater than the table value 2.58 at 0.01 level of significance. This reveals that there exists significant difference in the mean scores of Civic Engagement between the prospective teachers with and without Political background. From the mean scores it is clear that prospective teachers with Political background have higher Civic Engagement than the student teachers without Political background.

Summary of Findings

The major findings of the study are summarized as follows: -

❑ The extent of Civic Engagement among prospective teachers at secondary level is moderate

❑ Critical ratio for the test of significance of difference in the mean scores of Civic Engagement of prospective teachers between Science and Social science group is 0.96.(t=0.96, p>.05)

❑ There is no significant difference in the mean scores of Civic Engagement between Science and Social science prospective teachers.

❑ Critical ratio for the test of significance of difference in the mean scores of Civic Engagement of prospective teachers with and without Political background is 3.14. (CR=3.14, p≤.01)

❑ There exists significant difference in the mean scores of Civic Engagement between the prospective teachers with and without Political background.

❑ Prospective teachers with Political background have higher Civic Engagement than the student teachers without Political background.

D. Tenability of Hypotheses

Based on the findings, tenability of hypotheses for the study was reviewed.

The first hypothesis states that 'there will be significant difference in the mean scores of Civic Engagement among prospective teachers at secondary level based on their Subject of specialization'. The findings of this study show that science and social Science students do not differ significantly in their Civic Engagement. Hence the first hypothesis is not substantiated.

The second hypothesis states that 'there will be significant difference in the mean scores of Civic Engagement among prospective teachers at secondary level based on their Political background'. The result showed that there exists significant difference in the mean scores of Civic Engagement of prospective teachers at secondary level based on their Political background. Hence the second hypothesis is fully substantiated.

SUMMARY, CONCLUSION AND SUGGESTIONS

❑ **Study in Retrospect**

❑ **Major Findings of the Study**

❑ **Conclusion**

❑ **Educational Implications**

❑ **Suggestions for Further Research**

SUMMARY, CONCLUSION AND SUGGESTIONS

This chapter provides a retrospective view of the study, major findings of the study, educational implications and suggestions for the further research.

Study in Retrospect

The present investigation was entitled as "CIVIC ENGAGEMENT AMONG PROSPECTIVE TEACHERS AT SECONDARY LEVEL".

Variable

The only variable that is measured and analyzed in the study is Civic Engagement. Subject of specialization and Political background of prospective teachers are treated as classificatory variables.

Objectives of the Study

Following were the objectives set for the present study.

1. To find out the extent of Civic Engagement among prospective teachers at secondary level in the total group and the subgroups based on Subject of specialization and Political background.

2. To find out whether there exists significant difference in the mean scores of Civic Engagement among prospective teachers at secondary level based on their Subject of specialization.

3. To find out whether there exists significant difference in the mean scores of Civic Engagement among prospective teachers at secondary level based on their Political background

Hypotheses of the Study

The following hypotheses were set for the present study.

1. There will be significant difference in the mean scores of Civic Engagement among prospective teachers at secondary level based on their Subject of specialization.

2. There will be significant difference in the mean scores of Civic Engagement among prospective teachers based on their Political background.

Methodology of the Study

It deals with the description of the method, sample used for the study, tool used for the study and statistical Techniques used.

Method

Since the purpose of the study was to find out the extent of Civic Engagement among prospective teachers at secondary level, survey method was used.

Sample

The study was conducted on a sample of 400 prospective teachers studying in various B. Ed colleges under University of Calicut.

Statistical Techniques Used for the Study

Apart from the preliminary analysis the following statistical technique was used for the analyzing the data.

➢ Test of significance of difference between means for large independent samples

Tool used

Civic Engagement Scale (Mumthas & Hafseena, 2021) was used for measuring the variable Civic Engagement among prospective teachers at secondary level.

Major Findings of the Study

Findings of the study helped the investigator to conclude as follows:

❑ The extent of Civic Engagement among prospective teachers at secondary level is moderate

❑ The extent of Civic Engagement among prospective teachers at secondary level in terms of percentile is as follows.

Percentiles	Score
P_{90}	90.00
P_{80}	86.00
P_{70}	82.00
P_{60}	79.00
P_{50}	77.00
P_{40}	75.00
P_{30}	72.00
P_{20}	67.00
P_{10}	62.10

❑ Critical ratio for the test of significance of difference in the mean scores of Civic Engagement of prospective teachers between Science and Social science group is 0.96.(t=0.96, p>.05)

❑ There is no significant difference in the mean scores of Civic Engagement between Science and Social science prospective teachers.

❑ Critical ratio for the test of significance of difference in the mean scores of Civic Engagement of prospective teachers with and without Political background is 3.14. (CR=3.14, p≤.01)

❑ There exists significant difference in the mean scores of Civic Engagement between the prospective teachers with and without Political background.

❑ Prospective teachers with Political background have higher Civic Engagement than the student teachers without Political background.

Conclusion

The present study summarized that the Civic Engagement among prospective teachers at secondary level is moderate. There exists no significant difference in the mean scores of Civic Engagement among prospective teachers based on subject of specialization. But there exists significant difference in the extent of Civic Engagement among prospective teachers based on their political background. So, it is clear from the findings that the Science and social Science prospective teachers do not differ in their involvement in civic activities whereas prospective teachers with political background have higher Civic Engagement than students without political background.

Educational Implications

The findings of the study highlighted the fact that subject of specialization does not make any change in the extent of civic engagement among the prospective teachers. But the prospective teachers with political background are more engaged in civic activities than the students without political background. Civic engagement includes communities working together or individuals working alone in both political and non-political actions to protect public values or make a change in a community. It includes both paid and unpaid forms of political activism, environmentalism, and community and national service. Participation in civic engagement activities can help youth become better informed about current events. Among youth, volunteering plays a valuable role in shaping how youth learn to interact with their community and develop the skills, values, and sense of empowerment necessary to become active citizens.

Through education teachers can develop civic knowledge and participation among students and hence help them to mold as good citizen. Civic engagement can be promoted in the following ways:

❑ By cultivating civic knowledge in the classroom, enable the students to become active citizens.

❑ Encourage classroom discussions, debate, group works, cooperative and collaborative works which will act as a booster for active Civic Engagement.

❑ Organize programs where by young people perform charitable volunteering conduct connected to their classroom work have arisen as a possible strategy for deepening their commitment to civic and political engagement.

❑ Promote service-based Schemes like National Service Scheme (NSS), Compulsory Social Service Scheme (CSS) etc.

❑ Role play models like student/ youth Parliament, competitions etc of the democratic process motivate the learners to become interested in civic behavior. It helps students to make real life connections to the political and civic process and engagement.

❑ Extracurricular activities like National History day, project on social problems etc helps students to learn more than background knowledge to their concern.

❑ Engage students and allow them to develop deeper understanding into current world issues. Each student is divided as representatives of each country in order to know the engagement of different countries. It teaches the critical thinking, teamwork and leadership abilities among students.

❑ Encourages parents to discuss current events and politics with their children and inspire students to discuss about current events learn from school.

❑ Teachers are mostly focus on textbook content so lessons and programs should allow for application of the knowledge obtained. Teach the content without using only rote learning.

❑ Existing curriculum should be upgraded giving due weightage to the content related to Civic Engagement.

Suggestions for Further Research

The findings of the study and limitations encountered in the present study helped the investigator to suggest the following areas for further research.

❑ Studies related to factors predicting the Civic Engagement among prospective teachers. Classificatory variables like gender, socio-economic status, locale of residence is to be considered.

❑ A similar study along with reasons for active participation in civic activities is recommended.

❑ Studies can be conducted on the factors promoting Civic Engagement among students.

❑ A Study on attitudes of parents and students towards Civic and political participation.

❑ Interaction effect of Civic Engagement and Class attendance on Achievement among learners at various levels is suggested.

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APPENDICES

FAROOK TRAINING COLLEGE, CALICUT

CIVIC ENGAGEMENT SCALE

MALAYALAM VERSION (DRAFT)

Dr. Mumthas N.S   Hafseena N.P
 Associate Professor   M. Ed Student

നിങ്ങളുടെ സമൂഹത്തിലെ ഇടപെടലുകളെക്കുറിച്ച് അറിയുന്നതിനുള്ള പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. 1 മുതൽ 47 വരെയുള്ള പ്രസ്താവനകൾക്ക് 3 പ്രതികരണം വീതമാണ് കൊടുത്തിരിക്കുന്നത്. നിങ്ങളുടെ ഉത്തരം "ശരി" എന്നാണെങ്കിൽ 1ന് താഴെയും" കുറച്ചൊക്കെ ശരി" യാണെങ്കിൽ 2ന് താഴെയും "തെറ്റ്" എന്നാണെങ്കിൽ 3 ന് താഴെയും അടയാളപ്പെടുത്തുക. ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവം വായിച്ചതിനു ശേഷം സത്യസന്ധമായി നിങ്ങളെ സംബന്ധിച്ച കാര്യങ്ങൾ രേഖപ്പെടുത്തുക.

<u>Personal Data</u>

വിദ്യാർഥിയുടെ / വിദ്യാർത്ഥിനിയുടെ പേര്:

ലിംഗം:

പഠിക്കുന്ന വിഷയം:

പഠിക്കുന്ന ക്ലാസ് :

കോളേജിന്റെ പേര് :

വീടിന്റെ പ്രദേശം :

കോളേജിന്റെ പ്രദേശം:

സ്ഥാപന മാനേജ്മെന്റ്:

സാമ്പത്തിക നില:

നിങ്ങളോ നിങ്ങളുടെ കുടുംബത്തിൽപെട്ട അടുത്ത ബന്ധുക്കളാരെങ്കിലുമോ സാമൂഹിക / രാഷ്ട്രീയ മേഖലയിൽ പ്രവർത്തിക്കുന്നുണ്ടോ?:

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	ശരി	ഭാഗികമായി ശരി	തെറ്റ്
1	ഇന്ത്യൻ ഭരണഘടനയുടെ പ്രാധാന്യം എന്താണെന്ന് എനിക്കറിയാം			
2	ജനാധിപത്യ വ്യവസ്ഥിതിയിൽ ജനങ്ങളുടെയും ജനപ്രതിനിധികളുടെയും പ്രാധാന്യം ഞാൻ മനസ്സിലാക്കുന്നു			
3	നമ്മുടെ രാജ്യത്തിന്റെ പാരമ്പര്യത്തെക്കുറിച്ച് ഞാൻ ബോധവാനാണ്.			
4	ഇന്ത്യൻ നിയമവ്യവസ്ഥയെക്കുറിച്ച് എനിക്ക് ധാരണയില്ല			
5	നമ്മുടെ മൗലികാവകാശങ്ങൾ ലംഘിക്കപ്പെട്ടാൽ ചെയ്യേണ്ട കാര്യങ്ങളെക്കുറിച്ച് എനിക്ക് ധാരണയില്ല			
6	ജനാധിപത്യ രാജ്യത്ത് രാഷ്ട്രീയ പാർട്ടികളുടെ പ്രാധാന്യം എത്രത്തോളമുണ്ടെന്ന് എനിക്കറിയില്ല			
7	ഇന്ത്യൻ നീതിന്യായ വ്യവസ്ഥയെക്കുറിച്ച് ഞാൻ മനസ്സിലാക്കിയിട്ടുണ്ട്			
8	ഒരു പൗരൻ എന്ന നിലയിൽ എന്റെ അവകാശങ്ങളെക്കുറിച്ച് എനിക്കറിയാം			
9	ഇന്ത്യൻ ഭരണഘടനയിൽ പ്രതിപാദിച്ചിട്ടുള്ള വകുപ്പുകളെകുറിച്ച് ഞാൻ അജ്ഞനാണ്			
10	രാജ്യത്തിന്റെ പുരോഗതിയിൽ നികുതി വ്യവസ്ഥയെക്കുറിച്ച് എനിക്കറിയില്ല			
11	ഇന്ത്യൻ സ്വാതന്ത്രത്തെക്കുറിച്ച് എനിക്ക് വ്യക്തമായ ധാരണയുണ്ട്			
12	രാജ്യ സുരക്ഷയെക്കുറിച്ച് ഞാൻ ബോധവാനാണ്			
13	സാമൂഹിക പ്രശ്നങ്ങളുമായി ബന്ധപ്പെട്ട ചർച്ചകളിൽ നിന്ന് ഞാൻ ഒഴിഞ്ഞു മാറാറാണ് പതിവ്			
14	സാമൂഹ്യ സേവന പ്രവർത്തനങ്ങളിൽ ഏർപ്പെട്ട് എന്റെ വിലപ്പെട്ട സമയം ഞാൻ കളയാറില്ല			
15	തെരഞ്ഞെടുപ്പുകളിൽ വോട്ട് ചെയ്യണം എന്നത് എനിക്ക് നിർബന്ധമാണ്			
16	സമൂഹത്തിലെ പ്രശ്നങ്ങൾക്ക് പരിഹാരം കണ്ടെത്തുന്നതിൽ മറ്റുള്ളവരെ പ്രോത്സാഹിപ്പിക്കാറുണ്ട്			
17	ജനങ്ങളുടെ പ്രശ്നങ്ങൾക്ക് വേണ്ടി നില നിൽക്കാറുണ്ട്			

18	വിവിധ ക്ലബുകളുമായി ബന്ധപ്പെട്ട പ്രവർത്തനങ്ങളിൽ ഞാൻ പങ്കെടുക്കാറില്ല			
19	രാഷ്ട്രീയ, സാമൂഹിക വിഷയങ്ങളിൽ ഞാൻ എന്റെ അഭിപ്രായങ്ങൾ രേഖപ്പെടുത്താറില്ല			
20	ഭരണ രംഗത്ത് നടക്കുന്ന അനീതികൾക്കെതിരെ ഞാൻ ശബ്ദമുയർത്താറുണ്ട്			
21	സാമൂഹിക-സാംസ്കാരിക പ്രവർത്തനങ്ങളുടെ പ്രാധാന്യത്തെക്കുറിച്ച് കൂട്ടുകാരുമായി സംസാരിക്കാറുണ്ട്			
22	സാമൂഹിക ഉന്നമനത്തിനായി ഞാൻ നേതൃത്വപരമായ പങ്കു വഹിക്കാറുണ്ട്			
23	ക്രിയാത്മകമായ ഇടപെടലുകളിലൂടെ സമൂഹത്തിന്റെ പൊതുവായ കാര്യങ്ങളിൽ ഇടപെടാറുണ്ട്			
24	ഏതൊരു കാര്യവും യുക്തിപൂർവ്വം ചിന്തിച്ചു മാത്രമേ ചെയ്യാറുള്ളൂ			
25	ഞാൻ ഒരു നല്ല സംഘാടകനാണ്			
26	സാമൂഹിക തിന്മക്കെതിരെ ഏത്രറ്റം വരെയും പോകാൻ ഞാൻ തയ്യാറാണ്			
27	ചുറ്റുപാടിൽ ഉണ്ടാകുന്ന പ്രശ്നങ്ങളുടെ ചർച്ചകളിൽ എന്റെ അഭിപ്രായം രേഖപ്പെടുത്താറില്ല			
28	ഏതൊരു സൽപ്രവർത്തിയിലും സജീവമായ പങ്കാളിത്തം ഉറപ്പു വരുത്താറുണ്ട്			
29	ഒരു പൗരൻ എന്ന നിലയിൽ ഉത്തരവാദിത്തങ്ങൾ ഞാൻ നിറവേറ്റാറില്ല			
30	മറ്റുള്ളവരെ ഏകോപിപ്പിച്ച് ലക്ഷ്യത്തിലെത്താൻ ഞാൻ മുന്നിട്ടിറങ്ങാറുണ്ട്			
31	ദുർബല വിഭാഗങ്ങളുടെ അവകാശങ്ങൾ സംരക്ഷിക്കപ്പെടാൻ ഞാൻ പരിശ്രമിക്കാറുണ്ട്			
32	സമൂഹത്തിന്റെ പുരോഗതിക്കായി പ്രവർത്തിക്കുന്ന മഹത്‌വ്യക്തികളോട് എനിക്ക് ബഹുമാനമാണുള്ളത്			
33	എന്റെ ദേശീയ വികാരത്തിന് മുറിവേൽക്കാറുണ്ട്			
34	പൊതു നിർദ്ദേശങ്ങൾ ഉൾക്കൊള്ളാൻ താൽപര്യമില്ല			
35	എന്റെ മതത്തെയും മതാചാരങ്ങളെയും മാത്രമേ ഞാൻ ബഹുമാനിക്കാറുള്ളൂ			
36	മറ്റുള്ളവരുടെ അഭിപ്രായങ്ങൾ ഞാൻ മാനിക്കാറില്ല			
37	മറ്റുള്ളവരെ സഹായിക്കുക എന്നത് എന്റെ കടമയാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നില്ല			
38	എന്റെ ദേശത്തെ സംരക്ഷിക്കേണ്ടത് എന്റെ ചുമതല ആണെന്ന് ഞാൻ കരുതുന്നു			
39	എന്റെ അറിവും അനുഭവ പാഠങ്ങളും മറ്റുള്ളവർക്ക്			

	പകർന്ന് കൊടുക്കുക എന്നത് എന്റെ കടമയാണ്			
40	ഓരോരുത്തരുടെയും അവകാശങ്ങളെ സംരക്ഷിക്കേണ്ടത് എന്റെ കൂടെ ബാധ്യതയാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നില്ല			
41	വിദ്യാർത്ഥി ആയതുകൊണ്ട് സാമൂഹിക പ്രശ്നങ്ങളിൽ ഇടപെടേണ്ടതില്ല എന്ന് ഞാൻ കരുതുന്നു			
42	എന്നെ സംബന്ധിച്ചുള്ള പ്രശ്നങ്ങളിൽ മാത്രം ഇടപെടാനാണ് എനിക്കിഷ്ടം			
43	അവനവന്റെ കാര്യം നോക്കി ജീവിക്കാനാണ് ഞാനിഷ്ടപ്പെടുന്നത്			
44	മറ്റുള്ളവരുടെ ഇഷ്ടാനിഷ്ടങ്ങൾ കണക്കിലെടുത്താണ് ഞാൻ പെരുമാറുന്നത്			
45	മറ്റുള്ളവരുടെ ഉന്നമനം എന്റെ ചുമതല കൂടി ആണെണ് ഞാൻ കരുതുന്നു			
46	ഒരു വ്യക്തിക്ക് മാത്രം സമൂഹത്തെ മാറ്റാൻ കഴിയുമെന്ന വിശ്വാസം ഇല്ലാത്തതിനാൽ ഞാൻ എല്ലാത്തിൽ നിന്നും ഒഴിഞ്ഞുമാറാറുണ്ട്			
47	എന്റെ ക്ലാസുകളിൽ ഞാൻ പഠിച്ച കാര്യങ്ങൾ പ്രയോഗത്തിൽ വരുത്താൻ കഴിയുമെന്ന് എനിക്ക് ആത്മവിശ്വാസമുണ്ട്			

FAROOK TRAINING COLLEGE, CALICUT

CIVIC ENGAGEMENT SCALE

ENGLISH VERSION (DRAFT)

Dr. Mumthas N.S   Hafseena N.P

Associate Professor   M. Ed Student

Instructions

Some statements to learn about interactions in your community are given below. Responses 1 to 47 are given 3 responses to each "right", "partially right" and "wrong" are given. After reading each statement carefully, record the things that concern you.

Name of Student:

Sex:

Subject of Study:

Class:

Name of the College:

Locality:

Locale of institution:

Type of management of institution:

Economic status:

Do you or any of your close relatives work in the social / political sphere?

Sl No	Statements	Right	Partially Right	Wrong
1	I know the significance of the Indian Constitution.			
2	I understand the importance of the people and the people's representatives in a democracy			
3	I am aware of the heritage of our country			
4	I have no idea about the Indian legal system			
5	I have no idea about what to do if our fundamental rights are violated			
6	I do not know the importance of political parties in a democratic country			
7	I have learned about the Indian justice system			
8	I know my rights as a citizen			
9	I am ignorant of the provisions of the Constitution of India			
10	I do not know about the role of tax system in the progress of the country			
11	I have a clear understanding of Indian independence			
12	I am aware of national security			
13	I often avoid discussions related to social issues			
14	I do not waste my precious time by engaging in community service activities			
15	It is imperative for me to vote in elections			
16	Encourages others to find solutions to problems in society			
17	Stands up for people's problems			
18	I do not participate in activities related to various clubs			
19	I do not express my views on political and social issues			
20	I speak out against injustices in government			
21	I talk to my friends about the importance of socio-cultural activities			
22	I play a leading role in social upliftment			
23	Intervenes in the general affairs of the society through constructive interventions			
24	Everything is done only rationally			
25	I'm a good organizer			
26	I am ready to go to extremes against social evil			
27	My opinion is not recorded in discussions of issues that arise around me			
28	Active participation in any good deed is ensured			

29	I do not fulfill my responsibilities as a citizen			
30	I work hard to reach the goal by coordinating others			
31	I strive to protect the rights of the weaker sections			
32	I respect the great people who work for the betterment of society			
33	My national feeling is often hurt			
34	I am not interested in accepting general instructions			
35	I respect only my religion and creed			
36	I do not respect the opinions of others			
37	I do not believe that it is my duty to help others			
38	I think it is my duty to protect my country			
39	It is my duty to pass on my knowledge and experience to others			
40	I do not believe that it is my duty to protect the rights of everyone			
41	As a student, I do not think I have to deal with social issues			
42	I like to deal only with issues that concern me			
43	I like to live by looking after each other			
44	I act according to the wishes of others			
45	I think the upliftment of others is also my responsibility			
46	I avoid everything because I do not believe that only one person can change society			
47	I am confident that I will be able to put into practice what I have learned in my classes			

FAROOK TRAINING COLLEGE, CALICUT

CIVIC ENGAGEMENT SCALE

MALAYALAM VERSION (FINAL SCALE)

Dr. Mumthas N.S   Hafseena N.P
 Associate Professor   M. Ed Student

നിങ്ങളുടെ സമൂഹത്തിലെ ഇടപെടലുകളെക്കുറിച്ച് അറിയുന്നതിനുള്ള പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. 1 മുതൽ 32 വരെയുള്ള പ്രസ്താവനകൾക്ക് 3 പ്രതികരണം വീതമാണ് കൊടുത്തിരിക്കുന്നത്. നിങ്ങളുടെ ഉത്തരം "ശരി" എന്നാണെങ്കിൽ 1ന് താഴെയും" കുറച്ചൊക്കെ ശരി" യാണെങ്കിൽ 2ന് താഴെയും "തെറ്റ്" എന്നാണെങ്കിൽ 3 ന് താഴെയും അടയാളപ്പെടുത്തുക. ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവം വായിച്ചതിനു ശേഷം സത്യസന്ധമായി നിങ്ങളെ സംബന്ധിച്ച കാര്യങ്ങൾ രേഖപ്പെടുത്തുക.

Personal Data

വിദ്യാർഥിയുടെ / വിദ്യാർത്ഥിനിയുടെ പേര്:

ലിംഗം:

പഠിക്കുന്ന വിഷയം:

പഠിക്കുന്ന ക്ലാസ് :

കോളേജിന്റെ പേര് :

വീടിന്റെ പ്രദേശം :

കോളേജിന്റെ പ്രദേശം:

സ്ഥാപന മാനേജ്മെന്റ്:

സാമ്പത്തിക നില:

നിങ്ങളോ നിങ്ങളുടെ കുടുംബത്തിൽപെട്ട അടുത്ത ബന്ധുക്കളാരെങ്കിലുമോ സാമൂഹിക / രാഷ്ട്രീയ മേഖലയിൽ പ്രവർത്തിക്കുന്നുണ്ടോ?:

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	ശരി	പ്രയാസമുള്ള ശരി	തെറ്റ്
1	ഇന്ത്യൻ ഭരണഘടനയുടെ പ്രാധാന്യം എന്താണെന്ന് എനിക്കറിയാം			
2	ജനാധിപത്യ വ്യവസ്ഥിതിയിൽ ജനങ്ങളുടെയും ജനപ്രതിനിധികളുടെയും പ്രാധാന്യം ഞാൻ മനസ്സിലാക്കുന്നു			
3	നമ്മുടെ രാജ്യത്തിന്റെ പാരമ്പര്യത്തെക്കുറിച്ച് ഞാൻ ബോധവാനാണ്.			
4	ഇന്ത്യൻ നിയമവ്യവസ്ഥയെക്കുറിച്ച് എനിക്ക് ധാരണയില്ല			
5	നമ്മുടെ മൗലികാവകാശങ്ങൾ ലംഘിക്കപ്പെട്ടാൽ ചെയ്യേണ്ട കാര്യങ്ങളെക്കുറിച്ച് എനിക്ക് ധാരണയില്ല			
6	ജനാധിപത്യ രാജ്യത്ത് രാഷ്ട്രീയ പാർട്ടികളുടെ പ്രാധാന്യം എത്രത്തോളമുണ്ടെന്ന് എനിക്കറിയില്ല			
7	ഇന്ത്യൻ നീതിന്യായ വ്യവസ്ഥയെക്കുറിച്ച് ഞാൻ മനസ്സിലാക്കിയിട്ടുണ്ട്			
8	ഇന്ത്യൻ ഭരണഘടനയിൽ പ്രതിപാദിച്ചിട്ടുള്ള വകുപ്പുകളെകുറിച്ച് ഞാൻ അജ്ഞനാണ്			
9	രാജ്യത്തിന്റെ പുരോഗതിയിൽ നികുതി വ്യവസ്ഥയെക്കുറിച്ച് എനിക്കറിയില്ല			
10	ഇന്ത്യൻ സ്വാതന്ത്ര്യത്തെക്കുറിച്ച് എനിക്ക് വ്യക്തമായ ധാരണയുണ്ട്			
11	രാജ്യ സുരക്ഷയെക്കുറിച്ച് ഞാൻ ബോധവാനാണ്			
12	സാമൂഹിക പ്രശ്നങ്ങളുമായി ബന്ധപ്പെട്ട ചർച്ചകളിൽ നിന്ന് ഞാൻ ഒഴിഞ്ഞു മാറാറാണ് പതിവ്			
13	സാമൂഹ്യ സേവന പ്രവർത്തനങ്ങളിൽ ഏർപ്പെട്ട് എന്റെ വിലപ്പെട്ട സമയം ഞാൻ കളയാറില്ല			
14	സമൂഹത്തിലെ പ്രശ്നങ്ങൾക്ക് പരിഹാരം കണ്ടെത്തുന്നതിൽ മറ്റുള്ളവരെ പ്രോത്സാഹിപ്പിക്കാറുണ്ട്			
15	വിവിധ ക്ലബുകളുമായി ബന്ധപ്പെട്ട പ്രവർത്തനങ്ങളിൽ ഞാൻ പങ്കെടുക്കാറില്ല			
16	രാഷ്ട്രീയ, സാമൂഹിക വിഷയങ്ങളിൽ ഞാൻ എന്റെ അഭിപ്രായങ്ങൾ രേഖപ്പെടുത്താറില്ല			
17	ഭരണ രംഗത്ത് നടക്കുന്ന അനീതികൾക്കെതിരെ ഞാൻ ശബ്ദമുയർത്താറുണ്ട്			
18	സാമൂഹിക-സാംസ്കാരിക പ്രവർത്തനങ്ങളുടെ പ്രാധാന്യത്തെക്കുറിച്ച് കൂട്ടുകാരുമായി സംസാരിക്കാറുണ്ട്			

19	സാമൂഹിക ഉന്നമനത്തിനായി ഞാൻ നേതൃത്വപരമായ പങ്കു വഹിക്കാറുണ്ട്			
20	ക്രിയാത്മകമായ ഇടപെടലുകളിലൂടെ സമൂഹത്തിന്റെ പൊതുവായ കാര്യങ്ങളിൽ ഇടപെടാറുണ്ട്			
21	ഏതൊരു കാര്യവും യുക്തിപൂർവ്വം ചിന്തിച്ചു മാത്രമേ ചെയ്യാറുള്ളൂ			
22	ഞാൻ ഒരു നല്ല സംഘാടകനാണ്			
23	സാമൂഹിക തിന്മക്കെതിരെ ഏതറ്റം വരെയും പോകാൻ ഞാൻ തയ്യാറാണ്			
24	ചുറ്റുപാടിൽ ഉണ്ടാകുന്ന പ്രശ്നങ്ങളുടെ ചർച്ചകളിൽ എന്റെ അഭിപ്രായം രേഖപ്പെടുത്താറില്ല			
25	ഏതൊരു സൽപ്രവർത്തിയിലും സജീവമായ പങ്കാളിത്തം ഉറപ്പു വരുത്താറുണ്ട്			
26	ഒരു പൗരൻ എന്ന നിലയിൽ ഉത്തരവാദിത്തങ്ങൾ ഞാൻ നിറവേറ്റാറില്ല			
27	മറ്റുള്ളവരെ ഏകോപിപ്പിച്ച് ലക്ഷ്യത്തിലെത്താൻ ഞാൻ മുന്നിട്ടിറങ്ങാറുണ്ട്			
28	ദുർബല വിഭാഗങ്ങളുടെ അവകാശങ്ങൾ സംരക്ഷിക്കപ്പെടാൻ ഞാൻ പരിശ്രമിക്കാറുണ്ട്			
29	എന്നെ സംബന്ധിച്ചുള്ള പ്രശ്നങ്ങളിൽ മാത്രം ഇടപെടാനാണ് എനിക്കിഷ്ടം			
30	മറ്റുള്ളവരുടെ ഉന്നമനം എന്റെ ചുമതല കൂടി ആണെണ് ഞാൻ കരുതുന്നു			
31	ഒരു വ്യക്തിക്ക് മാത്രം സമൂഹത്തെ മാറ്റാൻ കഴിയുമെന്ന വിശ്വാസം ഇല്ലാത്തതിനാൽ ഞാൻ എല്ലാത്തിൽ നിന്നും ഒഴിഞ്ഞുമാറാറുണ്ട്			
32	എന്റെ ക്ലാസുകളിൽ ഞാൻ പഠിച്ച കാര്യങ്ങൾ പ്രയോഗത്തിൽ വരുത്താൻ കഴിയുമെന്ന് എനിക്ക് ആത്മവിശ്വാസമുണ്ട്			

FAROOK TRAINING COLLEGE, CALICUT

CIVIC ENGAGEMENT SCALE

ENGLISH VERSION (FINAL SCALE)

Dr. Mumthas N.S   Hafseena N.P
Associate Professor   M. Ed Student

Instructions

       Some statements to learn about interactions in your community are given below. Responses 1 to 32 are given 3 responses to each "right", "partially right" and "wrong" are given. After reading each statement carefully, record the things that concern you.

Name of Student:

Sex:

Subject of Study:

Class:

Name of the College:

Locality:

Locale of institution:

Type of management of institution:

Economic status:

Do you or any of your close relatives work in the social / political sphere?

Sl No	Statements	Right	Partially Right	Wrong
1	I know the significance of the Indian Constitution.			
2	I understand the importance of the people and the people's representatives in a democracy			
3	I am aware of the heritage of our country			
4	I have no idea about the Indian legal system			
5	I have no idea about what to do if our fundamental rights are violated			
6	I do not know the importance of political parties in a democratic country			
7	I have learned about the Indian justice system			
8	I am ignorant of the provisions of the Constitution of India			
9	I do not know about the role of tax system in the progress of the country			
10	I have a clear understanding of Indian independence			
11	I am aware of national security			
12	I often avoid discussions related to social issues			
13	I do not waste my precious time by engaging in community service activities			
14	Encourages others to find solutions to problems in society			
15	I do not participate in activities related to various clubs			
16	I do not record my views on political and social issues			
17	I speak out against injustices in government			
18	Talks to friends about the importance of socio-cultural activities			
19	I play a leading role in social upliftment			
20	Intervenes in the general affairs of the society through constructive interventions			
21	Everything is done only rationally			
22	I'm a good organizer			
23	I am ready to go to extremes against social evil			
24	My opinion is not recorded in discussions of issues that arise around me			
25	Active participation in any good deed is ensured			
26	I do not fulfill my responsibilities as a citizen			

27	I work hard to reach the goal by coordinating others			
28	I strive to protect the rights of the weaker sections			
29	I like to deal only with issues that concern me			
30	I think the upliftment of others is also my responsibility			
31	I avoid everything because I do not believe that only one person can change society			
32	I am confident that I will be able to put into practice what I have learned in my classes			