CHAPTER – I

Introduction and Conceptual Framework
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1.00. INTRODUCTION

The family is the basic unit of society with the member of each unit finding mutual fulfilment leading to maturity. It is from the family that citizens come to birth and it is within the family, where they find the first school of the social virtues that are the animating principle of existence and development of society itself. Men and women, in any society, need a kind of education, namely, family life education to regulate and strengthen their mode of life so that each succeeding generation may find life more rewarding and more beneficial.

1.01. GULF BETWEEN EDUCATION AND PRACTICAL LIFE

Education both formal and non-formal is a social necessity that arouses in man, social, economic and cultural consciousness to understand himself and others. Only through education, it is possible to communicate ideas to others, receive responses and reactions in return.

Formal education, today, lays more emphasis on theoretical knowledge of various branches of studies and gives little attention in preparing the students for practical living in the society. As a result, a wide gulf is found between formal education and practical affairs of life. Hence, there arises an urgent need for equipping the students to meet the problems and challenges of life. If it is the case with educated students, the uneducated and less educated students are really in a disadvantaged status as far as their preparation for life is concerned.

1.02. FAMILY LIFE EDUCATION

Family life education is an education that provides information on the facts of life. Family life is that area of home economics which focuses upon the family’s emotional and social environment as affected by the interaction of personalities in their roles as family members. However, the subject matter of family life courses is not only concerned with interactions and relationships but also with individuals and their
attitudes, feelings, values and patterns of behaviour. In family life education, students
explore their interpersonal relationships in order to understand themselves and others
better, the influence of family experience upon personality development and the different
kinds of responses appropriate to specific roles. It is hopeful that students will develop
such interpersonal skills as empathy, adaptability and communication and that the
knowledge and understanding they have acquired will affect their behaviour (The

Family life education is an education in values and relationships. Family life
education is so called, because every individual lives in a family or community of
persons where life consists of a series of interrelationships. Hence, it is educating or
preparing young people, to live full and harmonious life (Marie Mignon Mascarenhas,
1983, P. 1). It means the education of every thing, which is needed for the family life. It
means knowledge of self, family, environment, society, growth and development, life
span, interpersonal relationship, family resource management, family law and public
policy, ethics, moral and physical life, entertainment, home management, cleanliness,
economic development and management, nutrition and diet, happy life, child rearing,
social adjustment, duties of individual, social life, human rights, family planning, values etc. Family life education is also considered as the continuous education.

Family life education is also called sexuality education, health education, health
promotion, human development and family living, family life information that will help
young people make healthy decisions and choices about their sexuality (Claire Brindis,
P.H. and Lauva Davis, M.S., P. 3). It certainly begins from the moment we are born, and
continues through the life span of man; it is a life-long education. It pays special
attention to the adolescence in preparing them for adulthood.

Family life education develops good character, personality, good moral and
physical life, human relations, management of resources, such as time, money and
energy, cleanliness, preventive measures, knowledge of mother craft and child care,
population growth and control measures, knowledge of values, skills, marriage,
parenthood, community, problems, conflicts, problem solving method and so on.
It teaches the adolescents ‘to paste’ their umbrellas before the rain. They need to know
the moral and social aspects of sex and learn to expect and handle intelligently emotional
changes in them as a result of physical changes.
It also teaches the young people regarding the concept of a family and significance of the marriages, the correct age for marriage, when to have the first child, the spacing of children etc. It also provides them knowledge regarding the process of human conception, mother craft and child care, thus preparing the youth for responsible parenthood. It assists the young people in learning their roles and responsibilities thus preparing them for responsible citizens. It also helps to teach better organization of family life related with deficiency diseases, malnutrition, health conditions, environmental pollutions etc. It also helps the young people to prepare for life and encourages self-reliance and discourage ignorance, poverty and unemployment.

1.03. FAMILY LIFE EDUCATION SUBSTANCE AREAS

Following are the ten family life substance areas with sub-content areas.

1. Families in Society

An understanding of families and their relationships to other institutions, such as educational, governmental, religious and occupational institutions in society - e.g. cross cultural and minority (understanding of life styles of minority families and the life styles of families in various societies around the world); Influence of the major social institutions and families.

2. Internal Dynamics of Families

An understanding of family strengths and weaknesses and how family members relate to each other such as problems in husband-wife relationships and parent-child relationships, including stress and conflict management; normal family stresses; family crisis (divorce, remarriage, death, economic uncertainty and hardships, violence, substance abuse); special needs in families (low income and with disabled members).

3. Human Growth and Development over the Lifespan

An understanding of the developmental changes of individuals in families throughout the lifespan. Based on knowledge of physical, emotional, cognitive and social, moral and personality aspects.
4. Human Sexuality

- An understanding of the physiological, psychological and social aspects of sexual development throughout the lifespan so as to achieve healthy sexual adjustment - e.g. Reproductive physiology, Sexual behaviours and Family planning.

5. Interpersonal Relationships

- An understanding of the development and maintenance of interpersonal relations - e.g. Self and others, problem solving, love, relating to others (respect similarly and responsibility).

6. Family Resource Management

- An understanding of the decisions taken by individuals and families make about developing and allocating resources including time, money, material assets, energy, friends, neighbours and space, to meet their goals - e.g. Goal setting and decision-making.

7. Parent Education and Guidance

- An understanding of how parents teach, guide and influence the children and adolescents - e.g. parents' rights and responsibilities; changing parenting roles over the life cycle.

8. Family Law and Public Policy

- An understanding of the legal definition of the family and laws which affects the status of the family - e.g. Child protection and rights; family planning; family and social services; family and education; family and the economy; family and religion; social security.

9. Ethics

- An understanding of the character and quality of human social conduct, and the ability to critically examine ethical questions and issues - e.g. Formation of values; examining ideologies.
10. Family Life Education Methodology

An understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement and evaluate such educational programs - e.g. Planning and implementing; education techniques; understanding of the public relations process.

1.04. ORIENTATION IN FAMILY LIFE EDUCATION

A programme of family life education comprises intensive study in the areas of personality development and human sexuality, family relationships, marriage and parenthood. The study of family life integrates three major orientations: the sociological, the psychological, and the biological.

There is little or no standardization of course titles in family life education. Among the different titles are the family, family studies, family experience and personality development, dynamics of family life, human development and family relations, psychology of family life, family development, parent education, marriage, family relations and marriage, physiology in family life, human ecology, and population dynamics (The Encyclopaedia of Education, 1971, Vol. 3, P. 504).

However, some consensus on the content courses is evident from the similarity in the scope of material covered in the most widely used texts. In general, the material treats four aspects of the family: Personality development, sociological-psychological relationships, dynamics of male-female interaction and role coordination throughout the family life cycle. Social changes and social class, two factors, which influence values and behaviour, are also pertinent to any meaningful study of family life.

1.05. AIMS AND OBJECTIVES OF FAMILY LIFE EDUCATION

Family life education has as its main objectives such as (1) to inculcate a sound system of values with correct priorities, and (2) to help the youth to acquire in the process of growing up the skills necessary to develop and maintain satisfying and stable relationships (Marie Mignon Mascarenhas, 1989, P. 1).
Objectives

In the process of reaching these goals, the following objectives will also be sought.

1. Above all, the aim is to gain competency in the area of personality, sexuality, and normal growth and development; to recognise deviations from the normal and to learn how to deal with them effectively.

2. To help the problem student to adjust better to home and college situations.

3. To establish as part of the syllabus a meaningful course in family life education, marriage and vocation and responsible parenthood.

4. To set up a referral system for health, for study and personal problems, in other words, a counselling cell.

5. To establish a meaningful rapport with students, staff and administration which will make a community in the fullest sense of the world.

Aims of Family Life Education

Following are stated as the major aims of the family life education:

1. To supplement the education given by the family, especially by the parents in the home.

2. To develop a good character or personality in the growing adolescent and provide them with a good model and spiritual code, conducive to healthy living.

3. To gain competency in the area of personality, sexuality and normal growth and development, to recognize deviations from the normal and to learn how to deal with them effectively.

4. To develop a good knowledge of the concept of a family and its functions, types of a family, concept and significance of marriages etc.

5. To make the people understand the importance of human relationships and the roles and responsibilities of the family members in the family and as well as in the society.

6. To make them realize the basic needs of the family and to identify the resources available to achieve them and the management of resources such as time, money and energy.

7. To make the young people understand the importance of cleanliness of the house, its surroundings and personal hygiene.
8. To make them aware of the facts regarding nutrition and the various nutritional
deficiency diseases.

9. To develop knowledge of the processes of human conception, mother craft and child
care.

10. To make them understand the drawbacks of the high population growth and the
measures to control the population growth.

11. To develop in the adolescents, the knowledge, values and skills necessary for adult
life, marriage, parenthood and participation in the life of the community.

12. The ultimate aim of the family life education is to create responsible and useful
young citizens.

1.06. AGENCIES OF FAMILY LIFE EDUCATION

Teacher Role in Family Life Education

Next to home, the school plays a vital role in preparing the youth to become
increasingly responsible citizens of the nation by playing varied roles such as family
members, life partners, parents and citizens. School programmes should help to develop
an understanding and appreciation of the structure, function and values of families,
develop an understanding of various patterns of family interaction in a constantly
changing and complex society.

The success of this programme largely depends on the active co-operation of the
teaching community as a whole. Before the teacher begins his work earnestly, he needs
complete mastery and understanding of the concepts of family life education. As the
servicing teacher has not undergone training in family life education, the teacher is to be
equipped adequately with in-service training to teach the course successfully. An
exchange of views on family life education between literature, drama and physical
education teachers can enrich the knowledge of the teacher in this regard.

The teacher should be convinced about the importance of family life education
and should actively participate in all educational activities. The teacher must have
adequate teaching materials to work with, and should be innovative in using these
materials.
The teacher can play an effective role in the classroom by complementing the informal family life education given at home by the parents; in the community by providing information pertaining the family life education to parents, family members through youth organizations, women’s groups and religious groups and in and out of school through membership on consultative committees on family life education.

Parents' Role in Family Life Education

"The family environment in which an adolescent is brought up has a lasting effect on his attitude, outlook, aspiration and achievement" (Prakash M. Shingi et al., 1980, P. 66). Rapid social change in developing societies often brings generation gap. While older generation is wedded to old habits and patterns of behaviours, the youth are liberal, and uninhibited. They are also more conscious of their rights and seek to establish their independent identity. Young people have more progressive attitudes than their parents regarding life style, mode of dress etc (Sushila Mehta, 1975, P. 7). Some of the tension between teenagers and adults results from the fact that the role changes of adolescents bring role changes for adults as well. It is not only the teenager who is acquiring new roles and giving up oldness; parents of teenagers must also to do so (Leonard Broom et al., 1955, P. 214).

In order to bridge the generation gap between parents and their wards, there is an urgent need for education of parents on family life education concepts. They need to be educated and acquainted about the growing needs of the young people. Parent-teacher meetings and open discussions can be of great help in educating the parents to bring up their children in a better way through playing the following roles very effectively.

Leader Exemplars

Parents must play their roles effectively through setting models by practicing what they are preaching.

Educators

To ensure responsible family life, parents must play the role of prime educators to their children by providing proper information on the facts of life. They include
social, spiritual and personal values, good health habits, body development, human relations etc.

**Inspirers**

Parents must be inspirers, encouragers and motivators of family life education concepts.

**Friends**

Parents must be always real friends of each other and their children. The greater the understanding between the two generations, better the adjustment would be. The passing generation must climb down to share with, and not to impose its experience upon the younger generation (Dweep Chand Singh, 1985, P. 46).

**Guides**

The parents are the best guides to lead their children on the right path. Adolescence is the crucial period in a man's life. Chances are many to go astray. Parents should watch all the activities of their adolescents and if anything goes wrong, they can kindly advice them regarding what is right and what is wrong.

1.07. APPROACHES TO FAMILY LIFE EDUCATION

There is no single approach to action programme such as family life education. It may perhaps be useful to look briefly at some of the different approaches, which have been taken to introduce family life education to the youth.

**The Pastoral Approach**

This is based on recognition of the fact that the teaching profession, in addition to carrying responsibility for the academic development of students, also bears some responsibility for their emotional development and welfare. Selected teachers can be trained as teacher counsellors on family life education whose primary responsibility will be providing family life education to the student while dealing with their individual and group problems.
The Integrated Approach

This approach aims at interweaving family life education topics wholly with the existing curriculum. Often family life education is treated as part of a more comprehensive programme of personal development which aims to tackle a range of issues affecting young people growing up in today’s world (e.g. the transition from school to work).

The Community-centred Approach

The community-centred approach involves the health and probation services and a variety of other bodies such as church organization, marriage guidance committees and youth groups. Volunteers are also used to recruit and train new volunteers.

The Mass Media Approach

Radio broadcast, TV telecasts, films, documentaries, newspapers etc., can be used and interpreted for the education of the youth on family life education concepts.

1.08. ADOLESCENCE AND ADOLESCENT DEVELOPMENT

The word adolescence comes from the Latin word ‘adolescere’ which means ‘to grow’. The essence of the word adolescence is growth and it is in this sense that adolescence represents a period of intensive growth and change in nearly all aspect of child’s physical, mental, social and emotional life. It is a very crucial period of one’s life (S.K. Mangal, 1981, P. 68). The period of adolescence starts early as Indian children achieve puberty earlier because of favourable climate and cultural factors. Also, it ends earlier due to easy attainment of maturity whereas in western countries, the adolescence extends roughly from 13 years of age till 21 for girls and 15 till 21 for boys. In India, it usually ranges from 13 to 17 among boys and from 11 to 17 among girls. The period of transition from childhood to adulthood or from dependence on adult direction and protection to self-determination is referred to various as adolescence, adolescent age, or adolescent period of development (Laster D. Crow and Alice Crow, 1965, P. 3 – 4).
Adolescent Development

Physical Development

Towards the end of later childhood, sexual changes or puberty begins. Secondary sexual characteristics develop. Enlarged hips and breast development in girls and muscular development and voice changes in boys. Puberty is completed when primary sexual functioning occurs.

Social Development

12 Adolescence is often viewed as a stormy period, a time of critical changes that have lasting effects (Virginia Nicholas Quinn, 1985, P. 137). Most adolescents have deep concerns about what their peers think. They dress alike and use the same language expressions. Most adolescents prefer peers who are similar to themselves. Often teenagers develop social fears. Shyness is common and such tasks as speaking before a class are often dreaded.

Intellectual Development

Comprehension and ability to handle abstract concepts increase. The adolescent begins to understand individual human rights and dignity. Along with bodily changes of adolescence come major intellectual changes. At this stage, thinking becomes quite adult like; in fact, most adult capabilities are thought to be in place by about the age of 16. Hypothetical and abstract reasoning make sophisticated deduction and induction possible. These two processes can be seen in the adolescent’s reasoning about nature, science and even social problems. 13 The adolescent can leave reality altogether reasoning entirely in terms of abstract propositions (L. Dodge Fernald and Peter S. Fernald, 1978, P. 221).

Reflective thinking also develops during this period. This makes the adolescent a powerful experimenter and problem solver. It involves the ability to think through a number of possible strategies or experiments and to decide which one will yield the most information.
Social Development

As adolescence marks the transition from childhood to adulthood, it requires the redefining of some basic social relationships. Relationship with family members, at this time, involve increasing independence for the adolescent and usually increased conflicts too. Relationship with peers may become much more intimate and vital than they were in childhood. Relationships with the opposite sex have overtone of sexuality (Clifford T. Morgan, Richard A. King, John R. Weisz and John Schopler, 1986, P. 474). All these shifts combine to make the adolescent’s social world complex and electric.

1.09. Characteristics of Adolescence

Adolescence is often termed as the age of storm and stress. Every adolescent has more or less difficult task of adjusting to ‘somatic variation’ which may occur during or after puberty. The flow of blood during menstruation creates worries among girls and gives birth to so many fears and anxieties. Similarly, the discharge of semen during nocturnal emissions among the boys horrifies them. They become quite perturbed about the loss of fluid. These particular physiological changes bring so many complexes in the minds of the children.

Self-consciousness is too much developed in adolescence. There is a strong desire in an adolescent that his or her bodily changes should be noticed by the elders as well as by the members of his own age groups. Adolescence can be described as the age of self-decoration. Boys and girls pay more attention towards their dresses, makeup, manner of talking, walking, eating etc.

Every adolescent desires that he or she should be a centre of attraction for the opposite sex and his or her abilities, intelligence and capabilities should be recognized by the peer group of elders. Moreover, the adolescents are too much sensitive, touchy and inflammable. They aim to maintain at any cost of their concept of themselves and whenever possible to enhance their status among their peers.

Most of the adolescent’s problems are concerned with sudden functioning of the glands, secretion of the sex hormones and awakening of the strong sex instinct.
The adolescent is on the boundary line of childhood and adulthood. So, he is typically a person who needs security, guidance and protection like a child and independent views, maturity of opinion and self-support like an adult (S.K. Mangal, 1981, P. 72, 73).

The majority of the adolescents achieve what Piaget calls the stage of formal operations, a major landmark in cognitive development. As a result, they are now capable of abstract and deductive reasoning, and it is this together with his frustration at the adult world that makes the adolescents so prone to question things. Sometimes adolescents find themselves unable to control their emotions and wonder why they reacted in the way they did (J.V.R. Prasad Rao, 2000, P. 350).

1.10. PROBLEMS OF ADOLESCENTS AND FAMILY LIFE EDUCATION AS A REMEDY TO THEM

The major tasks before an adolescent are

- Achieving new and more mature relations with age-mates of both sexes.
- Achieving a masculine or feminine social role.
- Accepting his physique and using the body effectively.
- Achieving emotional independence of parents and other adults.
- Preparing for marriage and family life.
- Preparing for an economic career.
- Desiring and achieving socially responsible behaviour.
- Acquiring a set of values and an ethical system as a guide to behaviour and developing an ideology.

In performing the tasks stated above, the adolescents of today are in a profound state of unrest. There is no provision for personal guidance. Family life education encompassing concepts of health and hygiene, human relations among the family members, civic responsibilities, obligations on parents and their adolescent students, traditions and norms of the society, family management, resources management would guide adolescents for happy adult living in the society.

Adolescents today both in urban and rural areas are prone to certain bad habits that severely affect their vitality. The evils affecting the young people are sex
permissiveness, alcoholism, smoking, drug dependence, juvenile delinquency, crimes and suicides and a rapid rise in sexually transmitted diseases” (Park, J.E. and Park, K., 1983, P. 23).

Family life education can impart knowledge to the adolescents on ‘dos’ and ‘don’ts’ that could properly direct them from falling an easy prey to bad habits. Such education can also inspire them to pay utmost care to personal hygiene. Adolescents can be better enlightened on hazards of pre-marital sex, teenage pregnancies, illegal abortions etc., and thereby adhere to the norms and expectations of the society. Adolescents also can be saved from becoming slaves to alcoholism, drugs and anti-social activities.

Adolescents may display anger on flimsy grounds. He foils to understand when some of his behaviours will be subjected to bitter criticism. Thus, he always carries on an emotional tension. Domestic quarrels create emotional intensity in adolescents. It is natural for the adolescents to get emotions disturbed in such situation. Strict parental control on adolescents are not only objected by the adolescents but also questioned by them.

It is believed that family life education can help the adolescents in reducing emotional tensions and their energies can be properly channelled and directed on desired lines.

1.11. NEED OF FAMILY LIFE EDUCATION FOR THE FISHERMEN ADOLESCENTS

Adolescent stage is significant in the growth and development of an individual. Adolescent is a transitional period in personality development and it bridges the years between childhood and adulthood (D’Souza, Austin, A., 1970, P.20). Adolescents represent the nation’s strength, hopes and future. Adolescents of today are the potential citizens of tomorrow. The quality of life they enjoy today would ultimately determine the quality of future population.

Adolescents of today are the citizens and leaders of tomorrow and on their shoulders rests the country’s advancement, progress and prestige (Sudharshan, Kumari, 1978, P. 3). The 21st Century of India has made life quite joyful and contented thanks to
rapid advancements in the field of science and technology. At the same time, people of
today in general and adolescents in particular have to confront a lot of problems –
physical, social, emotional, ethical etc.

Many adolescents of fishermen both male and female in Vilavancode Taluk of
Kanyakumari district in Tamilnadu do not have much formal education. It is obvious
that the home and parents have failed to educate their adolescent students in family life
education, so as to help them prepare themselves for adulthood, marriage and responsible
citizens. They are also to be helped to enhance self-reliance, trust, confidence and freed
from ignorance, poverty and diseases. As many fishermen adolescents have already
become out of school youth, voluntary agencies rather than the schools can better serve
the needs of their family life education whether formal or non-formal and can prepare
adolescents for happy family life. Through education an attempt is made to prepare a
child to face life. The latest thinking in this regard is that it is the life itself.

From the above discussion, it is clearly understood that the family life education
is inevitable for adolescents to

- prepare them for today and tomorrow,
- prepare them for a happy living and
- prepare them to become useful members

in the family and the society.

1.12. HISTORY OF FISHERMEN IN KANYAKUMARI DISTRICT – A BIRD’S EYE VIEW

As the present study is concerned with fishermen adolescents, a knowledge of
brief history of the fishermen in Kanyakumari district is essential to understand the
background and significance of the study.

Early History

The history of fisherman in India traces their origin from the age of the Indus
Valley Civilization. From the seals unearthed at Mahenjo-daro on the banks of the river
Indus and Lothal on the Kathiawar Coast, it seems that the Minas and the Parathavas, the
two major groups of fishermen played a key role in shaping the Indus Valley
Civilization. The other terms for fishermen such as Mukkuvas and Arayas must have
The term Mukkuvan has been derived from the word Mung, meaning to dive. They had engaged not only in fishing, but also in pearl fishing (T.K. Velupillai, 1938, P. 855). Another view is that they inhabit predominantly the 'Mukku' meaning corner, that is, they are settled at the corner of the nation of South Travancore. Another subset is the Aryans, a term even now used to entitle the headman of the Mukkuvas. The primary occupation of the Mukkuvas is fishing. This occupation evolved as a chief economic activity. It is just like agriculture, farming etc. The fisherman practiced fishing and hunting for their livelihood.

With the advent of the Aryas, the real inhabitants of the Indus Valley regions had to undergo a lot of problems from the new comers. So, the Indus people namely the Dravidians migrated to the southern part of India through sea and land routes. The fishermen who were well-versed in sea voyage came through the sea routes by local boats and yachts and settled in the coastal regions of modern states of Kerala and Tamilnadu. Others came through the land routes and settled in hilly regions, forests and plain lands.

The Mukkuvas had involved in ship building and trading also. They had control over the trade in South India. The inland fisheries of Kerala is a unique one for all the fishermen of Indian Ocean. According to Barbosa, a group of Mukkuva fishermen had involved in navigation. Sometimes, they involved in the preparation of salt, fish vending, net making and preservation of fish which were their subsidiary occupations.

In the Sangam age, the fishermen occupied the Neithal lands, i.e., the sea and the coastal regions. It was one among the five important land divisions. The Sangam – works like Ahananuru and Kurunthogai find references to fishermen community especially about their economic and social life. The fishermen caught a variety of fishes using strong and structural nets. They used fast moving Catamarans made of wood and chisels to catch fishes. In Ahananuru, there are references to the Chera ruler, Senguttuvan and the city Muziri alias Kodungallur where the ordinary people engaged in selling of fishes and got them exchanged for baskets of paddy.

The Mukkuvas were once an integral part of the erstwhile Hindu society. They became the easy victims of several social evils following the Aryanisation of South India. Their social status was reduced. So, they took asylum at the extreme end of the
They found their means of livelihood from the tender mercy of the rough sea. It was the Christian missionaries who played a dominant role in shaping the life status of the Mukkuvas to regain their former positions (T.K. Velupillai, 1938, P. 855).

As per tradition, St. Thomas, one of the twelve disciples of Jesus Christ reached the ancient port of Muziri in Cranganore by sea and worked among the fishermen of Travancore and converted them to Christianity at Cranganore, Palayur, Quilon and a few other places (George Mark Moraces, 1964, P. 34). There are evidences like churches and relics associated with the apostle in South India.

According to Jawaharlal Nehru, Christianity had a firm hold in South India, long before Europe turned to it. Nothing is incredible in the feasibility of the visit of St. Thomas to South India. The Vatican also endorsed the view of the visit of St. Thomas in India. St. Jerome and Eusebius of Caesarea support the apostolate of St. Bartholomew in India in 345 A.D.

A foreign merchant Prince Knayi Thomas came to Mahadevar Pattanam near Cranganore along with four hundred priests, a Bishop and some deacons settled there with the permission of the Chairman Perumal. Later, they were granted land on which churches, houses and shops were built besides a few other privileges. Then the Roman Emperor Constantine reputed Theophilas to India in 354 A.D. to preach the Gospel. By that time, the prosecution of Christians in Persia seemed to have brought number of Christian refugees to the Malabar Coast.

**Fishermen Settlement from Karachi to Cape Comorin**

After their arrival, the Christian community was strengthened in the coast. In due course, Mahadevar Pattanam emerged as a Christian Centre in the North and the Kollam in the South. The Christians settlement of the fishermen rose at Thiruvithancode, Kollam, Kayamkulam and Muttom.

The accounts of foreign travellers furnish a few information about the fishing communities. The accounts of the Chinese traveller Fa-Hien furnishes certain reliable information about the life style of Mukkuva community of the west coast. Pliny too provided a detailed account on the development of the fishermen.
The accounts of Marco Polo narrate the existence of Christians and Jews in Kollam and its vicinities. \(^{23}\) In 1939, the Diocese of Kollam was formed and John Catalandi was episcopically ordained the first Bishop by Pope John XXII at Avignon. With the papal orders and letters, the new Bishop set out to India (Archilles Meersman, 1943, P. 14).

Joannes De Marignolly, Papal Legate, who visited Malabar in 1348 testifies the existence of a Latin rite church at Kollam. The church had connection with Rome and practiced Latin form of worship. Joannes De Marignolly erected a marble pillar at Cape Comorin with a stone cross on it. It was blessed in the presence of an infinite multitude of people. He was carried on the shoulders of the chiefs like a Palan Quin. Such type of Christian fishermen settlements were found from Karachi to Cape Comorin and from Cape Comorin to Mylapore.

\(^{24}\) There is a stone inscription at Chinna Muttom alias Muttom or Kumari Muttom, near Cape Comorin, which depicted the royal edict of 1494 (A.M. Mundadan, 1986, P. 113). The King of Travancore of the time perhaps Unni Kerala Trivadi granted tax exemptions to the residence of Kumari Muttom and also authorized the levy of light tax from the fisherman’s transport boats called Uru and Sampan.

**New Era in the Mukkuva Fishermen of Travancore**

A new era ushered in the life of the Mukkuva fishermen of Travancore with the advent of the Europeans. On 28\(^{th}\) May 1498, Vasco-da-Gama reached Cappucaud a few miles north of Calicut on the Malabar coast. He reported that more than 2 lakhs Christians existed in that region before his advent. They were not properly preached the doctrines of Christianity. On the second voyage to Calicut, Vasco-da-Gama met a group of Mukkuvas on the Arabian sea while engaged in fishing. He talked with them and a few of them were taken to Portugal on his return journey from India. Later, they were recruited for the Portuguese Navy as warriors.

The Arel of Cochin, the headman of Mukkuvas with all his family members numbering more than one thousand was converted to Christianity. The new converts were all fishermen, boatmen and sailors.
Christianity and its missionaries abundantly influenced the life of the Mukkuvas in Travancore. The involvement of the missionaries in their life greatly helped them for a lifestyle. This redoubled with the advent of the various other missionaries, such as St. Francis Xavier. Thereafter, Christianity was deep-rooted on the coastal villages of Travancore.

Birth of Kanyakumari District

Before 1956, the Kanyakumari district was under the control of Travancore Cochin rulers. At that time, the Nambudiris and the Brahmins were the most respected groups of this area. They possessed long tracts of land that belonged to the temple in the past.

The people belong to castes like nadars, pullaiyar, chekallar, mukkuvar, parayar etc., were of low social status. They had to till the lands of the lords and the high caste people such as nairs, nambudiris and brahmins. Slavery was prevalent in one or other form. Life and death of this people were at the mercy of the higher castes.

During this period, the lower caste had no freedom and they were said to be out caste. They were treated as animals. There arouse a language problem between the Tamilians and Malayalees of South Travancore. During that time, the areas of Tamilians were merged with Madras state. It is at present called Kankumari district.

The present Thoothoor coastal village emerged only after the reorganization of Kanyakumari in 1956. During the period of Travancore Cochin rulers, all the coastal villages of Kanyakumari district were under the control of Travancore King. After reorganization of Travancore, the fishermen of Vilavancode taluk enjoyed the freedom to live with their own will and wish.

Fishermen in Kanyakumari District

In Kanyakumari district, according to 2001 census, there were 1,37,940 fishermen. Of them 1,37,722 were Christians, 204 were Hindus and 14 were Muslims. These fishermen are mostly spread in three taluks, namely, Agastheeswaram, Vilavancode and Kalkulam.
1.13. SIGNIFICANCE OF THE STUDY

The fishermen community constitutes about 12% of the total population in Kanyakumari district. The prime occupation of the menfolk has been fishing and the womenfolk fish vending and fish related activities like fish marketing, fish preservation and preparing fish byproducts like dry fish, fish pickle etc. Most of the fishermen still employ conventional method of fishing, using catamarans and country boats. Only a very few employ mechanized boats for fishing. They do not seem to have acquired new modern skills and techniques in fish catching and preserving. Their economic and social conditions are very deplorable. They have been subjected to several social, religious and political oppressions. Mostly, they occupy the coastal belts and do not prefer occupations other than fishing. They do not acquire higher educational qualifications and suffer from poor vocational aspirations when compared with people engaged in other occupations.

These fishermen adolescents do not have sufficient knowledge of family life education concepts such as family management, child rearing, health and hygiene, human relations and resources management. Some rudimentary knowledge on family life education they have received from their parents, family members and peers. They have also acquired knowledge about family life education through mass media like radio, TV, newspapers and magazines. Besides these, the church has employed some volunteers to educate the fishermen adolescents on family life education through part-time education on holidays. The church authorities have very carefully selected a comprehensive list of family life education concepts for the benefit of fishermen adolescents. These volunteers still use conventional methods of teaching namely telling or lecturing. They do not seem to employ strategies that could attract the fishermen adolescents very much. So, the fishermen adolescents are not attracted to the sessions convened by the volunteers. Even those who attend do not wholeheartedly involve themselves in learning activities. The net result is that despite the efforts taken by the church through volunteers, correct knowledge and skills of family life education do not adequately reach the fishermen adolescents. Although the fishermen adolescents grow in age, they do not grow with adequate sound knowledge and skills of family life education. Thus, they are in a disadvantageous position as a result of failure to acquire basic knowledge and skills of family life education. The investigator being a postgraduate
teacher in sociology and philosophy who has been associated with the fishermen adolescents feels the dire need to evolve suitable strategies of family life education for the benefit of fishermen adolescents in leading a happy and contended life.

1.14. STATEMENT OF THE PROBLEM

Evolving Strategies to Develop Family Life Education for the Adolescents of Fishermen Community in Vilavancode Taluk

1.15. DEFINITION OF TERMS

Evolving

By evolving, the investigator means gradual development of strategies for the purpose of teaching family life education concepts.

Strategies

Strategy is a plan or design for achieving one’s aims (Universal Dictionary, Reader’s Digest, 1993). By strategies, the investigator means action plans for realisation of objectives set forth.

Strategies in the present study include employing of print media, electronic media, oral media and activity media.

Family Life Education

Family Life Education in the present study implies education in building values and human relationships covering dimensions such as family management, child rearing, health and hygiene, human relations and resources management.

Adolescents

Adolescents in the present investigation include all the male and female students in the age group 13 – 19 years.
Fishermen Community

Fishermen community is one of the divisions in the society based on occupation.

Vilavancode Taluk

Vilavancode taluk is one of the four revenue divisions in the district of Kanyakumari in Tamilnadu.

1.16. OBJECTIVES

1. To identify major concepts of Family Life Education for the adolescents of the fishermen community.
2. To evolve strategies of Family Life Education for the adolescents of the fishermen community.
3. To test the effectiveness of evolved strategies on Family Life Education of the adolescents of the fishermen community.
4. To find out the level of fishermen adolescents’ awareness on family life education in the control group - post-test in total and its dimensions.
5. To find out the level of fishermen adolescents’ awareness on family life education in the control group - post-test with reference to their personal variables.
6. To find out the level of fishermen adolescents’ awareness on family life education in the control group - post-test with reference to their parental variables.
7. To find out the level of fishermen adolescents’ awareness on family life education in the control group - post-test with reference to their familial variables.
8. To find out the level of fishermen adolescents’ awareness on family life education in the control group - post-test with reference to their enrichment variables.
9. To find out the level of fishermen adolescents’ awareness on family life education in the experimental group - post-test in total and its dimensions.
10. To find out the level of fishermen adolescents’ awareness on family life education in the experimental group - post-test with reference to their personal variables.
11. To find out the level of fishermen adolescents’ awareness on family life education in the experimental group - post-test with reference to their parental variables.
12. To find out the level of fishermen adolescents’ awareness on family life education in the experimental group - post-test with reference to their familial variables.
13. To find out the level of fishermen adolescents' awareness on family life education in the experimental group - post-test with reference to their enrichment variables.

14. To find out the significant differences in family life education between the experimental and control group fishermen adolescents.

15. To study the significant differences in family life education of the control group fishermen adolescents.

16. To study the significant differences in family life education of the experimental group fishermen adolescents.

17. To study the significant association between family life education awareness and the selected variables of the control group fishermen adolescents.

18. To study the significant association between family life education awareness and the selected variables of the experimental group fishermen adolescents.

1.17. HYPOTHESES

1. There are no significant differences between the control and experimental groups' fishermen adolescents in their gain scores of awareness on family life education in the post-test in total and its dimensions.

2. There are no significant differences between the control and experimental groups' fishermen adolescents in their gain scores of awareness on family life education in the post-test with reference to
   a) Personal variables – sex, age and educational standard;
   b) Parental variables – education and occupation of parents;
   c) Familial variables – type of house, type and size of the family; and
   d) Enrichment variables – reading newspapers, utilisation of radio and TV.

3. There are no significant differences in the post-test mean scores of the fishermen adolescents of the control group on the awareness of family life education with reference to (a) personal variables, (b) parental variables, (c) familial variables and (d) enrichment variables.

4. There are no significant differences in the post-test mean scores of the fishermen adolescents of the control group on the awareness of family management with reference to (a) personal variables, (b) parental variables, (c) familial variables and (d) enrichment variables.
5. There are no significant differences in the post-test mean scores of the fishermen adolescents of the control group on the awareness of child rearing with reference to (a) personal variables, (b) parental variables, (c) familial variables and (d) enrichment variables.

6. There are no significant differences in the post-test mean scores of the fishermen adolescents of the control group on the awareness of health and hygiene with reference to (a) personal variables, (b) parental variables, (c) familial variables and (d) enrichment variables.

7. There are no significant differences in the post-test mean scores of the fishermen adolescents of the control group on the awareness of human relations with reference to (a) personal variables, (b) parental variables, (c) familial variables and (d) enrichment variables.

8. There are no significant differences in the post-test mean scores of the fishermen adolescents of the control group on the awareness of resources management with reference to (a) personal variables, (b) parental variables, (c) familial variables and (d) enrichment variables.

9. There are no significant differences in the post-test mean scores of the fishermen adolescents of the experimental group on the awareness of family life education with reference to (a) personal variables, (b) parental variables, (c) familial variables and (d) enrichment variables.

10. There are no significant differences in the post-test mean scores of the fishermen adolescents of the experimental group on the awareness of family management with reference to (a) personal variables, (b) parental variables, (c) familial variables and (d) enrichment variables.

11. There are no significant differences in the post-test mean scores of the fishermen adolescents of the experimental group on the awareness of child rearing with reference to (a) personal variables, (b) parental variables, (c) familial variables and (d) enrichment variables.

12. There are no significant differences in the post-test mean scores of the fishermen adolescents of the experimental group on the awareness of health and hygiene with reference to (a) personal variables, (b) parental variables, (c) familial variables and (d) enrichment variables.

13. There are no significant differences in the post-test mean scores of the fishermen adolescents of the experimental group on the awareness of human relations with
14. There are no significant differences in the post-test mean scores of the fishermen adolescents of the experimental group on the awareness of resources management with reference to (a) personal variables, (b) parental variables, (c) familial variables and (d) enrichment variables.

15. There are no significant associations between the levels of awareness of fishermen adolescents on family life education in the control group – post-test and their (a) personal variables, (b) parental variables, (c) familial variables and (d) enrichment variables.

16. There are no significant associations between the levels of awareness of fishermen adolescents on family management in the control group – post-test and their (a) personal variables, (b) parental variables, (c) familial variables and (d) enrichment variables.

17. There are no significant associations between the levels of awareness of fishermen adolescents on child rearing in the control group – post-test and their (a) personal variables, (b) parental variables, (c) familial variables and (d) enrichment variables.

18. There are no significant associations between the levels of awareness of fishermen adolescents on health and hygiene in the control group – post-test and their (a) personal variables, (b) parental variables, (c) familial variables and (d) enrichment variables.

19. There are no significant associations between the levels of awareness of fishermen adolescents on human relations in the control group – post-test and their (a) personal variables, (b) parental variables, (c) familial variables and (d) enrichment variables.

20. There are no significant associations between the levels of awareness of fishermen adolescents on resources management in the control group – post-test and their (a) personal variables, (b) parental variables, (c) familial variables and (d) enrichment variables.

21. There are no significant associations between the levels of awareness of fishermen adolescents on family life education in the experimental group – post-test and their (a) personal variables, (b) parental variables, (c) familial variables and (d) enrichment variables.

22. There are no significant associations between the levels of awareness of fishermen adolescents on family management in the experimental group – post-test and their
(a) personal variables, (b) parental variables, (c) familial variables and
(d) enrichment variables.

23. There are no significant associations between the levels of awareness of fishermen
adolescents on child rearing in the experimental group – post-test and their
(a) personal variables, (b) parental variables, (c) familial variables and
(d) enrichment variables.

24. There are no significant associations between the levels of awareness of fishermen
adolescents on health and hygiene in the experimental group – post-test and their
(a) personal variables, (b) parental variables, (c) familial variables and
(d) enrichment variables.

25. There are no significant associations between the levels of awareness of fishermen
adolescents on human relations in the experimental group – post-test and their
(a) personal variables, (b) parental variables, (c) familial variables and
(d) enrichment variables.

26. There are no significant associations between the levels of awareness of fishermen
adolescents on resources management in the experimental group – post-test and their
(a) personal variables, (b) parental variables, (c) familial variables and
(d) enrichment variables.

1.18. METHODOLOGY

The present study is an experimental study of pretest-posttest equivalent group
design consisting of 50 adolescents in each group. Experiment and control group will be
formed on the basis of the performance of the adolescents in a Family Life Awareness Test. Concepts of Family Life Education will be drawn from relevant literature and
family life programmes implemented.

Strategies of Family Life Education will be evolved on the basis of consultation
of books, social workers, and choices of the adolescents. The control group adolescents
will be taught through lecture strategy by the investigator. The experimental group will
be taught Family Life Education through strategies evolved by the investigator. The
treatment period will last for twelve months at the average of three classes per week with
the duration of one hour.
1.19. TOOLS

A Personal Data Information Schedule will be employed for collection of background data.

A Family Life Education Questionnaire with five dimensions of Yes / No type option will be structured and validated by the investigator for pretest and posttest.

1.20. PROPOSED STATISTICS

Percentage analysis on the basis of mean score will be employed for study of level of awareness of concepts of Family Life Education.

‘t’ test will be employed for study of significant differences in the awareness level.

Chi-square test will be employed for study of association between selected variables and level of awareness of concepts of Family Life Education.

1.21. LIMITATIONS OF THE STUDY

1. Pretest-posttest equivalent experimental and control group design is planned for the present study.
2. Of the Family Life Education concepts only five dimensions namely Family life and family management, Child rearing, Health and hygiene, Human relations, and Resources management will be taught.
3. Strategies of Family Life Education will be confined to story telling, print media, electronic media, oral media and activity media.
4. Only 50 adolescents will be included in the experimental group as well as in the control group.
1.22. REFERENCES


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