

**INFLUENCE OF NATIONAL SERVICE CORPS ON SELECTED  
COLLEGE STUDENTS**

By  
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**A Thesis Submitted to the University of Madras in  
Partial Fulfilment of the Requirements for  
the Degree of Master of Science  
April, 1974**

## ACKNOWLEDGEMENT

The investigator expresses her heartfelt and sincere gratitude to Selvi S. Sithalakshmi, M.Sc., Professor of Home Science Extension, for her whole hearted guidance and untiring help rendered throughout the study. She submits her sincere thanks to Dr. (Mrs.) Rajammal P. Devadas, M.A., M.Sc., Ph.D., (Ohio State), Principal, Sri Avinashilingam Home Science College for Women, Coimbatore, for her valuable guidance and permission given to conduct the study. Her thanks are due to Selvi K.C. Leelavathy, M.Sc., Demonstrator, Home Science Extension Department for her valuable help. A special word of thanks to Thirumathy K. Thangamani, for her guidance. The author expresses her sincere thanks to the NSC and other students of Sri Avinashilingam Home Science College for Women, Coimbatore, for their kind co-operation.

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## INTRODUCTION

Men who are sincere, strong and vigorous are, as Swami Vivekananda considered, the backbones of the nation. Swamiji had unlimited faith in the youth. He believed that a hundred such young men could revolutionise the entire world with their mighty wills, born out of education, to the service of the nation, (Avinashilingam, 1964).

Looking at the poverty and backwardness of our country on the one side and the man power potential available on the other, it is prudent and expedient to utilise this potential for nation building and reconstruction of the country. Youth is marked by qualities such as bubbling energy, undoubtable and infectious spirit and intense interest. Their abundant energy if not harnessed in constructive channels, can lead them to indulge in anti-social activities, (Misra, 1970). Realising this fact, ever since the attainment of Independence our national leaders, educational thinkers and planners have been actively thinking ways and means of associating the youth of the country, specially the student population, with the nation building activities.

Our late Prime Minister, Shri Jawaharlal Nehru, advocated that every young man and woman between the ages of 19-22 should be enlisted for compulsory social service to the nation. To scrutinise this suggestion a committee was set up in 1958 under Dr. Deshmukh, the then Vice Chancellor of Delhi University, which strongly, recommended the idea of national service by students and put forth two possible alternatives - either to require students to put in national service for a period of 9-12 months after completing education or to integrate national service with the regular curriculum itself, (Singh, 1972). The Radhakrishnan Commission (1948-49) also had envisaged the idea of national service by youth but it favoured a voluntary approach. The Kothari Education Commission (1964-66) too recommended that opportunities should be provided for the involvement of students in community work. The commission has rightly pointed out that the destiny of India is now being shaped in her class rooms. This is not mere rehetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. On the quality and number of persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction, whose principal objective is to raise the standard of living of our people. The State Education Ministers' Conference held

in April 1969 also accepted in principle the National Service Programme by youth.

Finally, in 1969, the National Service Scheme was evolved with the object of providing students with opportunities to devote their leisure time in the service of the nation. This scheme now known widely as National Service Corps (NSC) intends to involve the university students in a variety of social service and developmental activities along with the normal academic programmes. It envisages to develop among students, a sense of participation in nation building by providing creative outlets for their energies. As Rao (1970) observes, it is only through active involvement in constructive programme that the students will be able to contribute to the nation's developmental efforts and thus move towards assumption of responsible citizenship.

To sum up, the main aim of the National Service Corps is to integrate colleges with the communities and to breakdown the walls that now divide institutions of learning from the life of the common people.

The National Service Corps was thus born out of great convictions and confidence of our national leaders in our youth. Today Universities all over India are undertaking this novel venture. The Central Ministry of Education and Youth Welfare and the State Governments are

the financing authorities while the administrative control is vested with the respective Universities. The respective colleges have the full freedom to chalk out their own programmes and experiences. Thus with a humble beginning with 38 Universities in 1969, today NSC had been taken up in 70 Universities all over India.

While it is easy to assess the quantitative aspects of NSC by the increase in the number of Universities and the number of projects undertaken, it is imperative, though difficult, on the part of the organisers to measure the qualitative changes. Evaluation is inevitable in any programme carried out on scientific lines. Evaluation must be built in and be done periodically and should not be postponed to the end of a programme. Therefore, evaluation of NSC, which has been in full swing for nearly five years, was considered necessary. This investigation is thus a maiden effort in this direction. It aimed to find out the influence of NSC on the students of Sri Avinashilingam Home Science College for Women, where NSC has been in operation since the year 1970, with a large contingent of 200 volunteers. It is hoped that the outcomes of the study would be of guidance in deciding future causes of action to all concerned, namely, the organisers of NSC at the college, University authorities and policy makers with regard to the programme.

## II. REVIEW OF LITERATURE

The review of literature pertaining to this study is analysed and discussed under the following headings.

- A. Need to involve Students in Nation Building Activities.
- B. Genesis of National Service Corps in India.
- and C. NSC in different Universities of India.

### A. Need to involve students in Nation Building Activities:

The theme of nation building activities in essence is that helping the helpless to help themselves and self-help is the gospel of this theme (Murthy, 1964). The service to the poor, the sick and illiterate and other is not a mere service. Swamy Vivekananda as quoted by Avinashilingam (1970) proclaims fervently, the poor, the illiterate, the ignorant, the afflicted the miserable are to God. So service to them is service to God. This in fact is the highest form of worship. As Krishnaswamy (1970) exhorts the condition of the masses in our country are appalling. They have been as described by Swamy Vivekananda 'Sinking, Sinking, Sinking' and have come to the last stage to which a human being can come. According to Misra (1970) the welfare activities should be directed towards miserable people and

such a service rendered to any person on the basis of desire to serve must be inspired by the feeling of helping others.

Murthy (1964) enunciates that social work is understood in India as mere slum clearance, helping the needy, flood relief programme etc. But in the modern world social work has been established as a faculty in the colleges and Universities. The success of the social work depends to a great extent on the selection of correct type of students who have aptitude and faith in the programme. The group and the community for which the social service is going to be rendered should understand all activities that are geared towards their welfare. Their support and co-operation has therefore, to be enlisted and ensured. The next important corollary is that the group of educated youth who has no attitude or interest for social service or who lacks enthusiasm, urge or impulse for such work should not be deployed.

Thus the essence of success of doing nation building activities lies in the willingness, acceptance of the programme and the faith therein on both sides and the donor and the beneficiaries, (Misra, 1970). Schools and colleges are considered to be temples of learning, light houses of knowledge and makers of human civilization and culture,

helping the social, economic, educational and cultural growth of the communities which they serve. They stand as isolated islands away from these communities with a one way path only for drawing students therefrom. They merely impart bookish knowledge and that too mostly borrowed from western countries. Their products become unfit for doing physical work and they become a parasitical group living on the toil of others. Their education is not related to life around and there is a wide gulf between its content and purposes and the needs and aspirations of the people. They have created a gulf between educated and the uneducated classes between the intelligentsia and the masses, (Krishna Swamy, 1970).

On the causes of student indiscipline Setalvad as quoted by Aggarwal (1967) says that University education had greatly expanded and the number of pupils had enormously grown. It was obvious that Universities and colleges had been allowed to spring up like mushrooms without thought and without any adequate base for the maintenance and development. Joshi as cited by Aggarwal (1967) exhorts that student unrest was to a large extent a reflection of unrest in the society. We have to see what kind of structural changes our higher education must undergo to meet the social and political forces emerging in the country. Ranga as quoted by Aggarwal (1967) mentioned that student unrest was really a barometer of the widespread discontent among people over the economic policies of the Government.

Kulandaivel (1970) exhorts that youth all over the world is discontent and restless. They want to demolish the established forms and institutions and bring a new order, changing the old one. Analysis of their view as well as the views of some educationists who have done some thinking in this area, bring out the following as the chief causes of student unrest in India.

1. The present unrest is only a part of the general unrest all over in India.
2. The average student to-day does not have a goal or ideal in life.
3. Interferences of politicians in the affairs of college and universities is a major factor of distraction to students.
4. There is a general feeling among the students that the present educational system is defective and needs radical change.
5. Inefficient teachers in colleges and universities discourage the students' potentialities.
6. The present examination system is criticised by most of the students.
7. The present mounting unemployment among the educated youth is another reasons.
8. There is terrible over crowding in the colleges and universities.
- and 9. Inadequate facilities also render itself as a cause for restlessness.

Studies conducted on the related topics of NSC in several countries including Yugoslavia, Gzechoslovakia, Germany, Norway, Sweden, Enqland, The United States of America, Japan, and the Phillipines made a number of recommendation about what could be done in India to develop

a practical scheme. It recommended that national or social service should be introduced, on a voluntary basis and extended as widely as possible and that it should provide a rich and varied programme of activities to youth, (Saiyidain, 1970). Another study (1973) entitled "Report on Youth" points out that the recent youth protests are symptoms of their reaction to the present situation of the institutions in the society in which they live. It also adds that the overall education system is not adequately meeting the needs and aspirations of youth. This situation leads to a sense of frustration among youth who are excluded from participating in the planning and implementation of policy at all levels of educational system. It felt that the present arrangements for dealing with the needs and aspirations of young people and attention paid to their nutritional needs are also inadequate.

The great leaders and philosophers of this country felt that the plight of the country can be changed only by making our student body to become more practicable and get attached to the outside world.

Kochavare (1970) emphasises that it is important to divert the energy and restlessness of students into constructive channels. Such an attempt is not only likely to prevent indiscipline and unrest among students,

but involve them in activities beneficial to the community. The vast possibilities of doing social service in rural areas, offer new experiences and thrill to students residing in cities.

Krishnaswamy (1970) enunciates that the colleges and schools should emerge out as centres of extension work and services. Combining teaching with practical application to social needs, they should participate in the social reconstruction and community development programmes. Such service to the community serves three purposes. First, it serves as a natural and proper way of expression of gratitude to the public for educational institution being maintained out of public funds, should give to the public something in return. Second, service and extension work serve as a learning experience for the students and the teacher. Third, service and extension build character, improve discipline, inspire selfconfidence, inculcate faith in the dignity of manual labour and develop a sense of social responsibility and participation in community life and activities. They also help in closing the gap between the educated and the uneducated.

Bhan (1972) emphasise that every educational institution should try to develop a rich community life of its own and provide adequate and satisfying opportunities

for students, to participate in it and help in organising it. In addition, to these institutional programme it is essential to participate in meaningful programmes of community service. It can be made as an integral part of all education, from the primary to the undergraduate stage. Activity programmes in educational institutions such as sports, games, group discussions, debate, literacy association, N.C.C., N.S.C., dramatics, workshops, clubs and hobby conferences, tours like mountaineering etc. develop the student physically, mentally and emotionally. Therefore ample opportunities must be provided to develop such programmes, (Avinashilingam, 1970).

There is more to be learnt in educational institution than what is found in books about leadership, co-operation, politeness, a sense of responsibility, appreciativeness and honesty. Modification in the present education system can also be achieved through work experiences. Work experience is not only possible but also essential in modern societies. Sreenivasan Iyyer (1970) in his speech on "work experience and productivity in education" delivered that work experience in the school or educational institution, is an essential and sound educational proposition. All well developed countries integrate work with education. Therefore the need to provide for an element of work in our educational

system has been recognised. The secondary education commission has also recommended the same. There is no greater educative medium than making with efficiency and integrity the things of utility and beauty. It trains practical attitude, facilitates clarity of thinking, gives chances for co-operative work and enriches to entire personality. It can mobilise the entry of youth in the world of work and employment easier by enabling them to adjust themselves to it.

**B. Genesis of National Service Corps in India:**

In many countries education is linked as it should be with social service. This enables students to play an active role in national development. In India, little progress has been made so far in involving students in the programmes of socio-economic development. And a few schemes that exist however have not succeeded in creating a good impact on the society. Therefore a study group has been set up to consider all the facts of social service and to evolve a suitable national service scheme.

The Committee set up by the Cabinet Secretary (1967) to study National Service for students, recommended compulsory National Service Scheme for University students which will have far reaching effects on the educational system in the country. The committee said that either the proposed N.S.C. or the existing N.C.C. should be made

compulsory to all University boys. The scheme should have to be, voluntary for girls. It is also recommended that it should have four aspects, namely physical training, social service, or work experience, general education and community living.

With all these suggestions National Service Corps was started in 1969. It is indeed a novel and interesting educational experiment in India. It is of recent origin just four years old. But its emergence is not sudden. It represents the culmination of a series of efforts and suggestions starting with Radhakrishnan Educational Commission.

The National Service Corps has been introduced as an alternative co-curricular activity to NCC with a view to provide opportunities to college students for social service during their leisure time. It is an all India scheme sponsored by the Central Government. It is supported financially by both the Central and State Government, the administrative control remaining with the respective Universities.

Tata Institute of social sciences in 1969 classified the objectives of the scheme under two broad categories:-

- A. Overall objectives.
- B. Specific objectives.

**A. Overall objectives:**

The overall objectives of the National Service Corps is educational. Service to the community is the activity through which this objective is sought to be attained.

**B. Specific objectives:**

The more specific objectives of the National Service Corps are to arouse the student's social conscience and to provide him with the opportunity.

1. To work with and among the people;
2. To engage in non-violent and constructive social action;
3. To enhance the knowledge of student and the community;
4. To put his scholarship to practical use in mitigating at least some of the social problems;
5. To gain skills in the exercise of democratic leadership;
- and 6. To gain skills in programme development to enable him to get self-employed.

With a view to diverting the energy of youth in constructive channels, social service by youth is being stressed and some concrete steps are being taken.

The NSC first lays emphasis on the dignity of labour and direct benefits to the rural areas and the latter emphasises discipline, leadership and knowledge of military

training. It also aims at creating opportunities for youth to come into contact with rural as well as urban community, a type of society entirely different from the one they are accustomed to within the college. It enables them to understand the problems of the society at different levels so that it will give an opportunity to think over and discuss probable solutions. It will help them to realise their national duty and how best they could help the society of which they are part and parcel. NSC is intended to develop the personality of the students, to develop their talents and to create an awareness among them about the reality in society by mingling with the society.

C. NSC in different Universities of India:

The Ministry of Education and Social Welfare, Government of India, in 1969 decided to sponsor the National Service Scheme. During the first year of introduction a provision for enrolling 40,000 students in 38 selected Universities and institutions was made. The number of students to be covered under the scheme was expected to go up to 2,00,000 by the end of the 4th five year plan which would represent 10 per cent of the undergraduate University population. Besides the student, about 2,000 teachers were also involved in the scheme.

The list of Universities in which NSC is in function and the University wise programmes are presented in Appendix I.

During the year 1971-72 quite a few Universities could overcome the initial difficulties. Some of the highlights of the NSC activities during the year 1971-72 are as follows work in villages, work in urban areas, institutional work, campus improvement, relief work for the Bangla Desh Refugees, Contribution of national service in National Emergency, Blood Donation and National Defence Fund Collection for the welfare of Jawans.

During the year 1971-72 the Madras University was allotted a student strength of 3000 for the NSC. The scheme was implemented in 28 colleges affiliated to the University. Now it was implemented in 42 colleges affiliated to the University. Several Orientation and refresher courses and seminars for students and teachers were organised by the University to equip them with detailed knowledge of NSC.

Several colleges of Madras University organised short and long duration camps. These provided opportunities for students to work in the nearby villages. Volunteers assisted the villagers in laying and repairing roads and developing kitchen gardens. They also conducted entertainment programmes for the villagers. The number of students

who participated in these camps varied from 50 to 60. They worked in villages selected by them for intensive NSC work. One hundred and four volunteers from the different colleges of Madras University participated in the relief work at various Bangla Desh Refugee Camps. The students acquainted themselves with the magnitude of the problem and the sufferings of the refugees. The NSC volunteers organised campaigns to collect funds for the National Defence Fund. They also assisted other organisations in fund raising. A large number of volunteers donated blood for the Jawans.

Socio-economic surveys, entertainment programmes for mentally and physically handicapped children, participation in leadership training camps, coaching classes for the children and small savings drive were the other programmes undertaken by the students of Madras University colleges.

### III. METHODOLOGY

The methodology adopted for this study encompasses the following aspects:

- A. Studying the NSC Programme of Sri Avinashilingam Home Science College for Women, Coimbatore.
- B. Planning for NSC Projects for the year 1973-'74.
- C. Implementation of the NSC Projects selected.
- and D. Evaluation of the Influence of NSC on students.

A. Studying the NSC Programme of Sri Avinashilingam Home Science College for Women, Coimbatore:

The NSC was started in Sri Avinashilingam Home Science College for Women, Coimbatore, with great enthusiasm and vigour under the Stewardship of Dr. Rajammal P. Devadas, Principal of the college and the able guidance of staff advisors. Two hundred students from all the undergraduate classes were enrolled. The NSC has been functioning in the college since August 1970. It was formally inaugurated on February 3rd, 1971 by Hon. Sri N.D. Sundera Vadivelu the Vice Chancellor of the Madras University.

The earlier projects were few, namely balwadi organisation, conducting socio-economic and dietary surveys, gardening and campus cleanliness. As it is advisable to go from simple to complex, in course of time, students were trained and provoked for their ideas and actions and the activities were expanded.

The achievements of NSC of the college through these years may be listed as follows:

1. Organized a balwadi in Koundampalayam village.
2. Initiated a parent-Teacher Association for the balwadi.
3. Created cleanliness civic welfare consciousness among the college students.
4. Started kitchen gardens both in the college and in villages.
5. Motivated savings both in the High School in the campus and in nearby villages.
6. Conducted adult literacy drive in Koundampalayam village.
7. Studied the socio economic and dietary pattern of the nearby villages.
8. Assisted in the feeding programme under a research project by the college.
9. Acquired skills in garment construction.

In addition the students had risen up during national crisis and emergencies and contributed their mite by collecting and donating articles worth Rs. 4000 during the Indo Pakistan War.

The NSC, members has organised as well as participated in several camps of collegiate, intercollegiate and inter University nature. They had evinced tremendous leadership qualities through such camps.

B. Planning for NSC Projects for the year 1973-74:

In order to motivate the students towards the activity of NSC and to give an impetus to the programmes, an orientation camp was organised in Blind Relief Home, Podanur, during march 1973. Hundred students participated in this camp. The major objectives of this camp were,

1. To orient the students to the different national Building activities.
  2. To foster group living and team spirit which are essential components of any service programme.
  3. To identify the potentialities and the latent talents in students,
  4. To involve students in planning the activities for the forthcoming year.
  5. To develop leadership qualities among the students.
- and 6. To inculcate in students positive attitudes about handicapped and to help them to chalk out programmes for them.

To realise the above objectives, several experiences were provided to the students. Special orientation lectures on the need to serve the community, role of students in fulfilling Gandhiji's dreams, savings, population education, nutrition education, methods of approaching people, Five Year Plans and value of Shramdan were organised for the benefit of the students. The classes on folk songs enlivened the entire groups.

The inculcate in them, the spirit of self help, the campers were divided into nine work groups with a leader for each group. The groups were,

1. Prayer
2. Punctuality
3. Hospitality
4. Programme
5. Food
6. Cleanliness
7. Water
8. Serving
- and 9. Health and sanitation.

There was healthy competition among the groups in all their activities. The day today camp activities were smoothly were smoothly run since all the groups worked in an integrated manner.

To engage the members in meaningful activities, bush clearing, path laying, and gardening were taken up as the manual (Sharamdan) projects. Administering Quiz programmes, teaching songs and stories, involving children in gardening and giving health education for the inmates of the Blind Belief Home were the other fascinating activities for the campers. Every group composed folk songs on nutrition, adult education, balwadies and savings.

To bring out the latent talents of the campers competitions on oratorical, essay, music, floor decoration, quiz and diary maintenance were held and prizes, awarded to winners.

At the cultivation of the camp, secretary, Assistant Secretary and other leaders were elected for the year 1973-74. The activities for the year 1973-74 were chalked out in the light of the earlier experiences and the learnings acquired from the Orientation camp. The additional suggested activities were maintenance of a bulletin board to convey information to students, creation of a NSC cultural troop, Hospital work, health education, school enrolment drive, service to orphanages and slum improvement.

Thus the camp added greater momentum to the NSC activities of Sri Avinashilingam Home Science College for Women, which was reflected in their enthusiastic Chalking out of the programme for the year 1973-74.

C. Implementation of the NSC Projects selected:

A general meeting for all the 200 NSC volunteers was called for, in the beginning of the academic year 1973-74, to finalise the list of projects and to allocate volunteers to different projects as per their own preferences. The finalised projects are as listed below.

1. Adult literacy
2. Campous cleanliness and civic welfare
3. Gardening
4. Health Education
5. Hospital Service
6. Nutrition Education
7. Savings
8. School enrolment
9. Service to orphanages
10. Slum improvement
11. a. Dissemination of information  
and b. Cultural troop.

Leaders were elected for each group. The leaders met their own groups individually and planned the programmes and requirements for the whole year.

The details of the projects are furnished in Table I.

TABLE I

DETAILS OF NSC PROJECTS UNDERTAKEN DURING THE YEAR 1973-74

S.No.	Projects	Place of work	Source approached for help	Days of work
1.	Adult literacy	Koundampalayam (Perianaickenpalayam Panchayat Union) Velandipalayam and Jawaharpuram (Perur Panchayat Union)	Village President Local leaders Youth club leaders	Monday and Wednesdays
2.	Campus cleanliness and civic welfare	College campus	--	Daily
3.	Gardening	College campus, Blind Relief Home and Villages	--	Week days for college and Sundays for villages
4.	Health education	College and villages	Primary Health Centres	Sundays
5.	Hospital service	Municipal Hospital, Raja Street, Coimbatore.	Doctor, Municipal Hospital	Daily

contd....

S.No.	Projects	Place of work	Some approached for help	Days of work
6.	Nutrition Education	Velandipalayam village	Convenor of the mahalir manram	Mondays
7.	Savings	Koundampalayam village	Youth club members	Saturdays
8.	School enrolment	Koundampalayam and Velandipalayam villages	Head master and Teachers	Mondays, Tuesdays, Wednesdays and Thursdays
9.	Service to orphanages	Blind Relief Home, podanur, Deaf and Dumb Municipal School, R.S. Puram, Coimbatore.	Heads of the orphanagers	Sundays Thursdays and Saturdays
10.	Slum improvement	Kempetty colony	Municipal, counsellor, Kempetty colony	Saturdays
11.	a. Disemination of information	College premises	Principal, Sri Avinashilingam Home Science College for Women, Coimbatore.	Mondays and Wednesdays
	b. Cultural troop	Villages	Youthclub and Mahalir manram	Important national days and festivals

### 1. Adult Literacy:

The statistics of illiteracy in India is alarming, since it has been estimated that only 30 per cent of the people are educated. It was Gandhiji who realised that unless we educate the masses we could not forge and sustain effectively a mass political movement. It aimed at the improvement of the economic conditions of the masses as well as their social uplift by the removal of the existing social inequalities. Adult education till recently was regarded more as a social welfare service rather than educational programme, (Koshy, 1972). However today, adult education is recognised as an investment in changing human attitude and improving human potential and productivity. Singh (1973) suggests that adult illiteracy in this country could be eradicated if students actively and willingly participate in this programme. The importance of adult literacy has been realised as the governments have been asked to include a programme of mass literacy in the Fifth Plan to cover atleast 50 million adults in the age group 15-44 years by the end of the plan at an annual rate of 10 million.

Towards the achievement of this great national objective, adult education classes were conducted by the NSC students. The work was facilitated by a book specially prepared to suit homemakers and the principle of functional



FIGURE 1  
 ARTISTS AT WORK IN INDIA



FIGURE 2  
 ARTISTS AT WORK IN INDIA

literacy (Fig. 1). Classes were conducted for adults (Fig. 2) twice a week in the two villages adopted, namely, Koundampalayam of Perianaickenpalayam Panchayat Union and Velandipalayam of Perur Panchayat Union. At first they were taught to write their names and the names of their family members. They felt proud of this simple achievement which motivated them to proceed further.

As Pande (1973) views, it is absolutely essential that the programme of adult education must include all such items as relate to the everyday life problems of the individual. Educational films were screened on the importance of education, health and hygiene, sanitation and nutrition to create and sustain the interests of the members. A youth club was also started in which discussions, demonstration and exhibitions were conducted.

## 2. Campus cleanliness and civic welfare:

Campus cleanliness and beautification is a project taken up by all the colleges of NSC. The NSC members of Sri Avinashilingam Home Science College, also intended to maintain the cleanliness of the campus with a view to make the students conscious of the cleanliness on the campus and thus influencing other students too to follow the same (Fig. 3). The specific activities of this group included,



CAMP - CLEARNESS

FIGURE 3

guiding the non-resident students to maintain the cleanliness of their dining places and use drinking water occasionally and hygienically.

### 3. Gardening

As Kothari Commission (1964-66) pointed out undertaking gardening would contribute to the increase of national productivity. Therefore, gardening both in the campus and in the rural areas was given great significance. A vegetable garden was started in the campus mainly with potted plants to show the students the possibilities of food production even in a limited area. In addition an intensive kitchen garden drive was undertaken in the surrounding villages. Seeds and seedlings were distributed in Podanur and Velandipalayam of Perur Panchayat Union, Pappanaickenpalayam, Govanur and Koundampalayam of Perianaickenpalayam Panchayat Union (Fig. 4). The villagers with water and land facilities could benefit better. The students guided the people regarding planting weeding, manuring and maintaining the garden.

### 4. Health Education:

Devadas (1968) states that a knowledge in health is useful and applicable to every day life. It brings vigor, satisfaction and happiness. The aim of health education is to help people deal with their health problems and to



FIGURE 4

DISTRICT OF ...  
 ...  
 ...



FIGURE 5  
HEALTH EDUCATION

achieve good health as much as possible of their own action and efforts. Health education is a key to individual and community action for improved health, promotion of health, the prevention of illness and the preservation of life, (Voice of America Forum Lectures).

As the importance of health is to be realised by all communities the new project on health education was initiated for the year 1973-74. The group concentrated their work in Velandipalayam village and Kempetty colony, Coimbatore.

The health education group students visited the areas of work frequently, met the individual homemakers, and stressed the importance of health and sanitation, importance of taking preventive measures like triple antigen vaccine. They had distributed pamphlets, put up posters and screened films on health and sanitation and environmental cleanliness. Apart from these they had conducted a Triple Antigen drive in the Velandipalayam village and motivated mothers to get their children vaccinated (Fig. 5). Environmental sanitation was stressed by educating the women to avoid stagnation of water, near their houses. Soakage pits were dug in a few houses of Koundampalayam to demonstrate its efficiency.

## 5. Hospital Service:

Shewak (1969) claims that service in the hospital is to help the individual by means of guided group experience to develop and use their capacities for personally satisfying social relationships and to help them to deal with the problems presented by their environment in a constructive way.

A visit to the Municipal hospital, Coimbatore revealed to the students the problems of both the sick and the medical officials. Shortage of personnel to look into the needs of the big crowds at the hospital was the main problem. To help the people and medical authorities, hospital service project was initiated. It had been a new and challenging project for the year 1973-74.

The area of the work was the Municipal hospital at Raja street, Coimbatore, situated in the heart of the city. Every day a group of four students visited this Hospital from 7.30 to 9.00 a.m. The students helped the doctor in mixing and distributing the medicines, organising the patients and also helping in the preparation of blood smears (Fig. 6). This project not only provided opportunities to help the sick and the needy but also enriched the subject matter knowledge of the students on preventive and curative measures taken for some common diseases.



FIGURE 6  
HOSPITAL SERVICE

## 6. Nutrition Education:

Nutrition education has been realised as one of the essential means of improving the nutrition, of any community, (Usha et al, 1965). Dietary surveys were conducted in the adopted villages which showed the incidence of malnutrition and prevailing ignorance of people about proper cooking methods. Nutrition education classes were organised to benefit the homemakers. Brewer (1970) and Davey et al, (1969) state that the objectives of nutrition education are to improve nutritional status, to show how a family can be fed adequately at lower cost and to orient demand for food in time with government food production. The students conducted demonstrations in preparing weaning foods, ragi vadai, ragi leaf cake, greens kootu, jam and pickles (Fig. 7). The items demonstrated were selected carefully keeping in view the local resources, food habits, nutritional value of the foods and availability of the food stuffs. The homemakers were enlightened on the use of hay box which would simplify cooking, save fuel and preserve the nutrients of the foods cooked in it. The practicability of 'Janata Refrigerator' a vegetable cooler to maintain the vegetables and fruits fresh and without loss of nutrients was also taught. An exhibition was put up covering different aspects of nutrition namely deficiencies, food allowances and so on. Nutrition films were screened to impart knowledge on foods and nutrition.



This project thus enlightened not only the rural community on nutrition but also the students who participated in this projects since non home science students who were not oriented to good nutrition earlier too were exposed to useful hints in nutrition.

#### 7. Savings campaign:

To inculcate thrift in use of money among the masses the saving project was undertaken. Before entering into the actual conduct of the project work, it was, important to equip the group members themselves with the relevant subject matter. Towards the fulfillment of the same, Thiru Kollappan - the District Savings Officer, convened a meeting for the students, where in he explained the objectives of the small saving scheme, the efforts undertaken by the authorities in popularising the same, methods of saving and techniques of establishing rapport with the people. The students also clarified their doubts and they felt self confident.

The basic data about the present trend of saving and methods of saving were collected from the people of Koundampalayam Housing Unit. After the conduct of the survey, students could arrive at a conclusion that about 90 per cent of the people were not in the habit of saving. Sincere

efforts were started to propagate the benefits, methods of saving and institutions helping in saving (Fig. 8). Posters were put up on important centres of the village such as near the tap where people could gather and grasp the matter (Fig.

#### 8. School Enrolment Drive:

Hasan (1973) remarks that India had not achieved her object set for 1960 of providing compulsory primary education for all. About 40 per cent could not find place in the schools and among those who registered their names, a large number dropped out before reaching fifth standard. At this juncture it was felt essential that the NSC can be of great help in enrolling the children in schools and in educating the dropouts. Hasan (1973) also supported that for implementing informal education programme, educated youth should be involved. The youth could go to the villages and teach the uneducated people to raise the present literacy level.

To start with a survey was conducted to find out the number of drop outs in schools in Velandipalayam, Koundampalayam and Appanaickenpalayam villages. The students persuaded the dropouts to rejoin schools, and for those who were unable to attend the school for varied reasons tutorial classes were conducted twice a week (Fig. 9). A large number of children got motivated by these classes



A. 17. CHILDREN OF THE CHURCH



18. HOUSE OF THE SAVING

and developed interest to persue their studies. They were the inviters as soon as the students entered the village.

In addition to the regular academic classes, lessons on health and hygiene, nutrition and savings were taught to inculcate desirable habits of living. It was interesting to note that these children served as communication channels between the NSC members and the parents of these children.

#### 9. Service to orphanages:

The education to the handicapped has to be organised not merely on humanitarian grounds, but also on grounds of utility. Proper education generally enables a handicapped child to overcome largely his or her handicap and makes him useful citizen. (Report of Education Commission 1964-66).

The projects on "Service to orphanages" was primarily chosen to encourage and cheer defected and less fortunate children and help them to overcome the feeling of isolation. The two areas of work, selected were -

- a. The Blind Relief Home, Podanur, Perur Block.
- and b. The Municipal Deaf and Dumb School, R.S. Puram, Coimbatore.



A ... S ... T ...



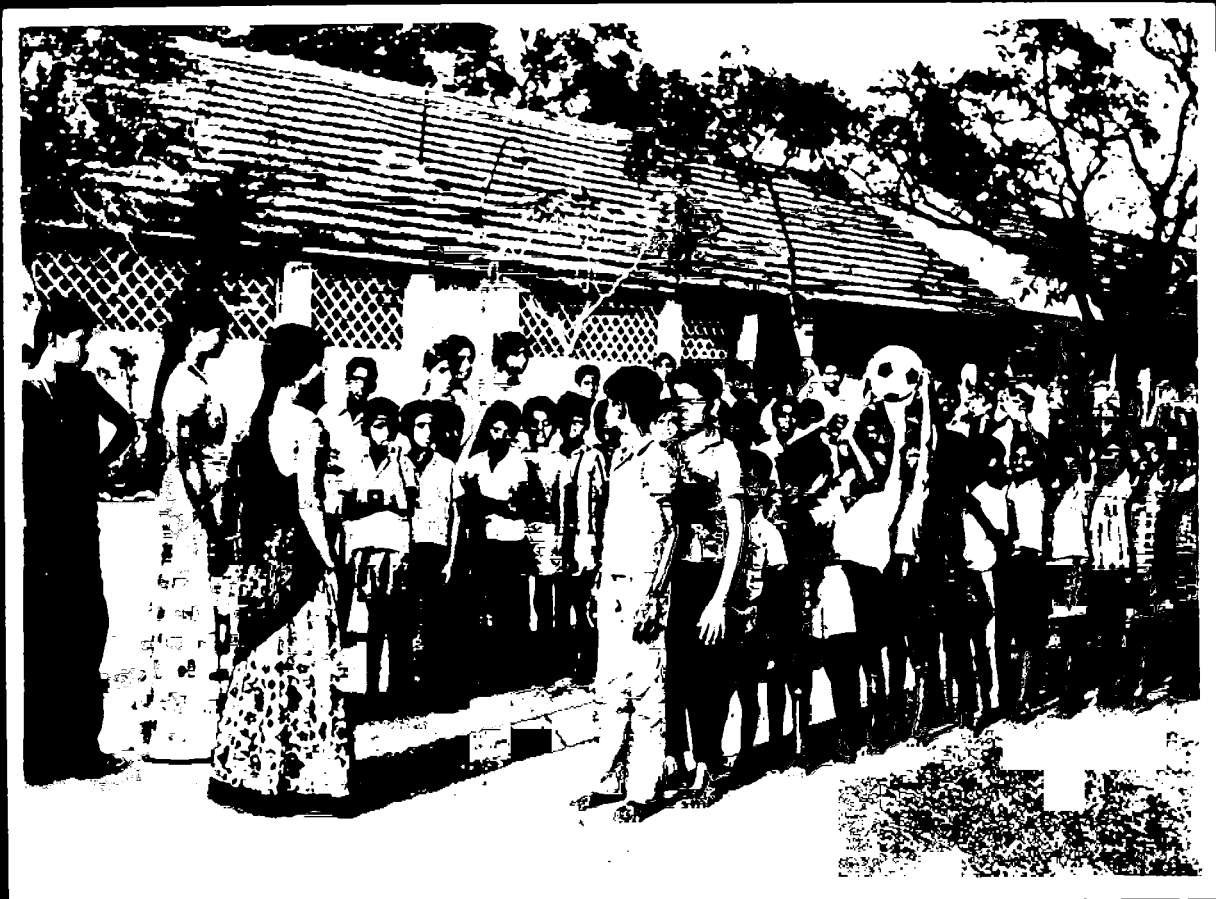
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Work in the Blind Relief Home, Podanur:

The activities in Blind Relief Home, Podanur, included engaging the children in learning folksongs on nutrition, health and sanitation conducting quiz. programmes about national leaders, recent and current information, arranging for games and organising cultural programmes using conversation and Music (Fig. 10 and 11). One could see the great changes in the attitudes of the children brought about by the visits of the NSC members. Children eagerly await for sundays when the NSC members go to them.

Work at Municipal Deaf and Dumb School:

The members working under this project visited the school twice a week. Film shows were arranged often to teach the deaf and dumb, on The importance of health and sanitation and personal hygiene. Films pertaining to 'how unfortunate people too make good living and help in national building' were screened to develop in themself confidence and strength of mind. Games like passing the parcel, throw ball and lucky corner were also conducted, by the NSC members (Fig. 12). They were also educated on the importance of nutritious food, nutrients present in various foodstuffs, through films, charts and posters. The students were guided in their academic growth by administering periodical tests conducting class and motivating them to achieve high quality of education (Fig.13).





19-2-74  
 682  
 548  
 228  
 110



FIGURE 1  
 P.F. S.M. - EDUCATION

#### 10. Slum Improvement:

It was a new project for the year 1973-74. The very mention of the word slum brings before our eyes the picture of a number of huts, huddled together in squalid surroundings, with no attention paid to the principles of sanitation. Due to rapid urbanisation, 'the rural population have migrated on an usually large scale creating slum conditions in cities. Apart from financial consideration, there are sociological and psychological factors which have to be overcome if slums are to be estimated or improved, (Ranga Rao, 1969).

An attempt in this direction was made by the NSC volunteers working under this project in a slum by name Kempetty colony, in Coimbatore.

As all the other slums of big cities, the problem of health and sanitation were acute and demanded immediate attention. Health and sanitary conditions were very poor, which were evinced through heaped waste material in front of every house, delay in cleaning the dust bins, blockage of drain etc. Therefore, a health education campaign was undertaken by arranging to clear the dust bins and clear garbage from the surroundings. It was encouraging to see the participation of people in this campaign with a true

realisation. Periodical film shows and exhibitions were also arranged on health, nutrition and child care (Fig. 14).

The health education drive was followed by the starting of adult education classes in which 10 homemakers participated and learnt to write their names and important items. The preschoolers were gathered, taught songs and stories. It was interesting to see a large group of children singing and dancing in their own capacities (Fig. 14).

In addition to the educational projects, kitchen gardens were started to enhance home food production. Motivation was given by the supply of seeds and homemakers responded adequately and raised kitchen garden in their backyards.

#### 11. Dissemination of information:

In order to disseminate current news and also useful information to fellow students display through bulletin board was chosen as the medium. Cleanliness, health education savings and civic education were the aspects highlighted. The bulletin board was placed in a prominent place in the campus. The various activities carried out by the NSC members were also made known to the others through this bulletin by displaying photographs of the camp, names of the leaders in NSC, activities of



*தாய் நாடு*



*16*

NSC and so on. Display of a news bulletin of the government of India by name 'Hamara Desh' and its Tamil version 'Thai Nadu' facilitated Communication of current information in the various fields (Fig. 16).

In addition to bulletin board a 'cultural troop' was also set up to disseminate useful information. As a trial, a cultural troop was established with talented members from NSC. The objectives were popularising the activities of NSC, eliciting the participation of students in NSC, channelising their efforts towards constructive lines and utilising the skills, energy and talents of students in creative undertakings. The cultural programmes were planned and carried out in rural areas on special occasions like NSC day, Independence day, Republic day, Children's day and Community Development week. The common folk media used were villupattu, songs, folk songs, film-show, puppet show and the common folk art of the villages namely 'Therukkoothu' (Fig. 16).

Projects like nutrition education, health education and adult education were made interesting and meaningful through cultural programmes. As the discussions, dialogues and displays were simple, familiar and interesting they attracted a large group of audience. It had created a

applaudable impact on the NSC students about the powerful work of the students and developed their initiation and enthusiasm in the social service activities.

The programmes were staged in common places like schools, temple, Mahalir manram and community centres thus facilitating all members to gather soon and get the information quickly. The programmes were planned, arranged and staged by students<sup>?</sup> themselves which gave them a lot of experience in public activities. The talents of the students in composing songs, dramatising, music and dance were fully utilised for the purpose. Songs and stories related to all themes such as nutrition, health, savings, adult literacy, gardening etc. were composed and utilised.

#### Inter Collegiate Girls Camp:

In addition to the routine projects of NSC, the members had a unique privilege of attending an Intercollegiate girls Camp sponsored by the University of Madras which was the first of its kind. Sri Avinashilingam Home Science College for Women, Coimbatore undertook the responsibilities of organising the camp and it was held at Sri Avinashilingam Trust Thottam, Kuranur, Karamadai Panchayat Union, between 27th December, 1973 and 6th January, 1974.



CONSTRUCTING SCHOOL LUNCH KITCHEN



A VIEW OF THE KITCHEN CONSTRUCTED



CONDUCTING PROGRAMS FOR PRE-SCHOOL CHILDREN

FIGURE-17 INTERCOLLEGIATE CAMP ACTIVITIES



PLANTING SEEDLINGS



DIGGING SURROUNDING AREA

FIGURE - 17

INTER COLLEGIATE CAMP ACTIVITIES



FIGURE - 17

FARM WORK AT KURAIKUR THOTTAM

INTER-EGIATE CAMP

ACTIVITIES

The following four women colleges of Madras University participated in this camp i.e.

1. Sri Avinashilingam Home Science College for Women, Coimbatore,
  2. Sri Sarada College, Salem,
  3. Thavathiru Sandalinga Adigalar Tamil Kalleori, Perur,
- and 4. Seethalakshmi Ramaswamy College, Trichy.

There were altogether 149 students and eight staff members.

The manual work projects undertaken in the camp were,

1. Construction of a school lunch kitchen on the near by Devanapuram village.
  2. Bush clearing and path laying in the school and near the temple and radio listening club.
  3. Farm work-at Kuranur Thottam.
- and 4. Starting school garden and community gardens.

The educational projects included:

1. Conducting socio economic survey in two nearby villages.
  2. Organising nutrition education classes in Devanapuram.
  3. Conducting health education and Triple antigen drive in the two villages.
  4. Arranging for programmes for preschool and school children.
- and 5. Starting kitchen garden and savings drive (Fig. 18).

A special project of adult literacy was also initiated which the local leaders promised to continue. The campers participated in all local events, functions and festivals and established a close rapport with the community.

To facilitate group living in the campsite the campers were given duties such as prayer, food preparation, food service and cleanliness. All these working groups had representatives from each of the four colleges.

A special programme co-ordination committee was formulated drawing two leaders from each of the four colleges. Likewise a cultural troop was formed with two representatives from each college to guide the other members in organising cultural shows. All these helped in developing leadership qualities in the students.

A note worthy outcome of this camp was the construction of a school lunch kitchen worth Rs. 2,500. The campers went about collecting donations from the villagers both in cash and kind and motivated them willingly by their examples. The enthusiasm shown by the campers was infectious and this brought forth contribution worth of Rs. 1,700. For the construction of school lunch kitchen.

D. Evaluation of the Influence of NSC on students:

Rudramoorthy (1964) defined evaluation as a process by which the values of enterprise are ascertained or an analysis by which one is able to understand and appreciate the relative merits or deficiencies of person, groups, programmes, situation methods and processes. Ross (1966) states that progress or improvement in any endeavour is brought out only through evaluation.

Evaluation of the influence of NSC was done on the following lines:

1. Comparison of NSC and non NSC with regard to their concepts on National Service.
2. Evaluation of Project Leaders by the Investigator.
3. Evaluation of NSC Members by the respective project leaders.
4. Outcomes of the Intercollegiate Girl's camp.
- and 5. Evaluation of the Achievements of NSC by the members.

1. Comparison of NSC and non NSC with regard to their concepts on National Service:

All the two hundred NSC members and two hundred non NSC members randomly selected were compared with regard to their concepts on National Service. Background details of both NSC and non NSC members were gathered using separate questionnaires Appendices III A and III B. An

opinionnaire (Appendix IV) with 60 statements - positive and negative mixed - calling for opinions regarding students role in national service, adult education, preprimary education, cleanliness, slum work and so on, was then used to collect the relevant data. The opinionnaire was first prepared with 100 statements and a panel of judges was approached for scrutiny and suggestions. Finally 60 statements were retained. The opinionnaire was administered to all the 400 members and the data collected.

## 2. Evaluation of Project Leaders by the Investigator:

The investigator evolved certain criteria to assess the participation of leaders in various activities after referring many sociological studies. After giving them for testing to a panel of judges who were by their expertise could decide upon 20 specific criteria to be manipulated for this study an evaluation format was designed. The criteria included leadership, initiative, willingness, co-operation, adjustment, attendance, punctuality, interest, creativity, motivation, guidance, regularity, ability to talk service mindedness, informative, efficiency, tolerance, sportiveness and enthusiasm. The rating was done based on the observation of the leaders throughout the academic year. Good et al (1954) emphasises that observation is the most direct means of studying when the investigator is interested in their overt behaviour. The investigator

observed all the activities carried out by the NSC members and leaders. The qualitative rating on a five point scale was then interpreted in quantitative term for convenience.

In qualitative studies, the interpretation of results is perhaps more difficult since the process of generalisation is more difficult. Use of rank-order techniques or weighing the qualitative data with suitable numerical scores has been made use of to convert qualitative data into a quantitative form and then proceed with the interpretations. The validity of such procedure varies with the situations. It is found in actual experience that qualitative data can best be treated in meaningful categories and quantification is good, when used for describing the frequencies falling in each category (Rao and Aiyer, 1969).

### 3. Evaluation of NSC Members by the respective Project leaders:

The same rating scale which was utilised by the investigator was distributed to the 12 project leaders to evaluate their own group members. The leaders were first oriented by giving explanation about each criterion, explaining the ultimate purpose of the scores and convincing them about the need for validity and practicability of that

evaluation in the research. Just as in the case of leaders, the qualitative rating was converted to quantitative scores for easy interpretations.

4. Outcomes of the Intercollegiate Girl's camp:

The camp was evaluated by administering questionnaire (Appendix X) which pointed out the satisfaction and improvement of the camp.

5. Evaluation of the Achievements of NSC by the members:

The overall achievements through NSC as realised by the NSC members, were found out through a final questionnaire administered to the students (Appendix XI).

#### IV. RESULTS AND DISCUSSION

The results of the study are presented and discussed under the following aspects:

- A. General Information about the Respondents,
- B. Comparison of the NSC and non NSC members with regard to their concepts on National Service,
- C. Evaluation of NSC members and Project leaders,
- D. Outcomes of the Intercollegiate girls camp,
- and E. Achievements from the Participation in NSC as judged by the members.

A. General Information about NSC as known to the NSC and non NSC Students:

This aspect deals with the following particulars:

1. Objectives of NSC as started by NSC and non NSC students,
2. Reasons given by the NSC students for becoming members in NSC,
3. Participation of NSC students in various activities,
4. Awareness of the non NSC students regarding NSC activities,
5. Reasons given by the non NSC students for not coming members in NSC
6. Suggestions given by the students for strengthening NSC.

1. Objectives of NSC as stated by NSC and non NSC students:

While 100 per cent of the NSC students could give the correct expansion of the term NSC, only 60 per cent of the non NSC could give proper answer to the question. The remaining students need to be exposed more to the activities of NSC.

Among the 200 NSC members 38 per cent came from first years and 37 per cent from second years while 25 per cent was constituted by the third years. Though the students in third year of the undergraduate course were not usually allowed in NSC, 25 per cent of the students during 1973-74 did not want to discontinue from NSC due to their interest, enthusiasm and service mindedness. Therefore they were retained in NSC.

1. Objectives of NSC as stated by the NSC and non NSC students:

When the students were asked about the objectives of NSC, the answers as given in Table II were obtained.

TABLE II

## OBJECTIVES OF NSC AS GIVEN BY NSC AND NON NSC STUDENTS

S.No.	Objectives	Percentage of students stating	
		N.S.C.	non N.S.C.
1.	To help the poor	61	44
2.	To spend the leisure time properly	31	16
3.	To improve the nation especially village community	27	27
4.	To inculcate service mindedness and gain opportunities for social service	23	7
5.	To promote literacy	13	15
6.	To improve standard of living of the people	6	--
7.	Improve co-operation	5	--
8.	To understand the problems of the People	3	2
9.	To change the outlook of students	2	--
10.	To help in national integration	1	--

The common objectives of NSC as well as non NSC students were to help the poor, to contribute to the development of the Community, to spend the leisure time properly, to inculcate service mindedness, to promote literacy and related functions. In general, the NSC

students could state more number of objectives when compared to the non NSC students.

2. Reasons given by the NSC students for becoming members in NSC

The reasons for joining in NSC as given by the NSC members are depicted in Table III.

TABLE III

REASONS FOR JOINING IN NSC AS GIVEN BY THE NSC STUDENTS

S. No.	Reasons	Percentage of students stating
1.	Interest in social work	96
2.	Attraction towards NSC camps	47
3.	Observation of NSC activities	39
4.	Motivation by family members	26
5.	Possession of certificate	22
6.	Motivation by seniors	19
7.	Chances for going out	18

Interest in social work and attraction towards NSC camps were the prominent reasons given by the NSC students for joining in the programme. Table IV gives the details of membership of the NSC students in other associations of the college.

TABLE IV

## MEMBERSHIP OF NSC STUDENTS IN OTHER ASSOCIATIONS

S. No.	Associations	Percentage of NSC students stating
1.	Social Service Association	20
2.	Planning Forum	13
3.	UNESCO	8
4.	NCC	2
5.	National Integration Samiti	2

Membership in college Social Service and planning forum were the highest which had been the oldest association. Though in principle it is said that membership in NSC should be forbidden to those who are in NCC, two per cent happened to be members of NSC too. The other organisations newly started did not have good membership from NSC students.

3. Participation of NSC students in various activities:

Table V will point out the details of participation of NSC students in various activities of the past and present.

TABLE V

**PARTICIPATION OF NSC STUDENTS IN VARIOUS ACTIVITIES IN  
THE PAST AND IN THE PRESENT**

S. No.	Activities	Percentage of stu- dents participating	
		In the past	In the present
1.	Gardening	24	9
2.	Adult literacy	11	21
3.	Campus cleanliness	4	10
4.	Savings	2	15
5.	Balwadi organisation	2	--
6.	Hospital service	--	22
7.	Service to handicapped	--	18
8.	Slum improvement	--	14
9.	Dissemination of information	--	10
10.	School enrolment	--	8
11.	Nutrition education	--	5

From the answers, it was obvious that six new activities were added during 1973-74. The involvement in the balwadi was withdrawn to a great extent, since the balwadi started 2½ years ago has reached a stage of self sustenance.

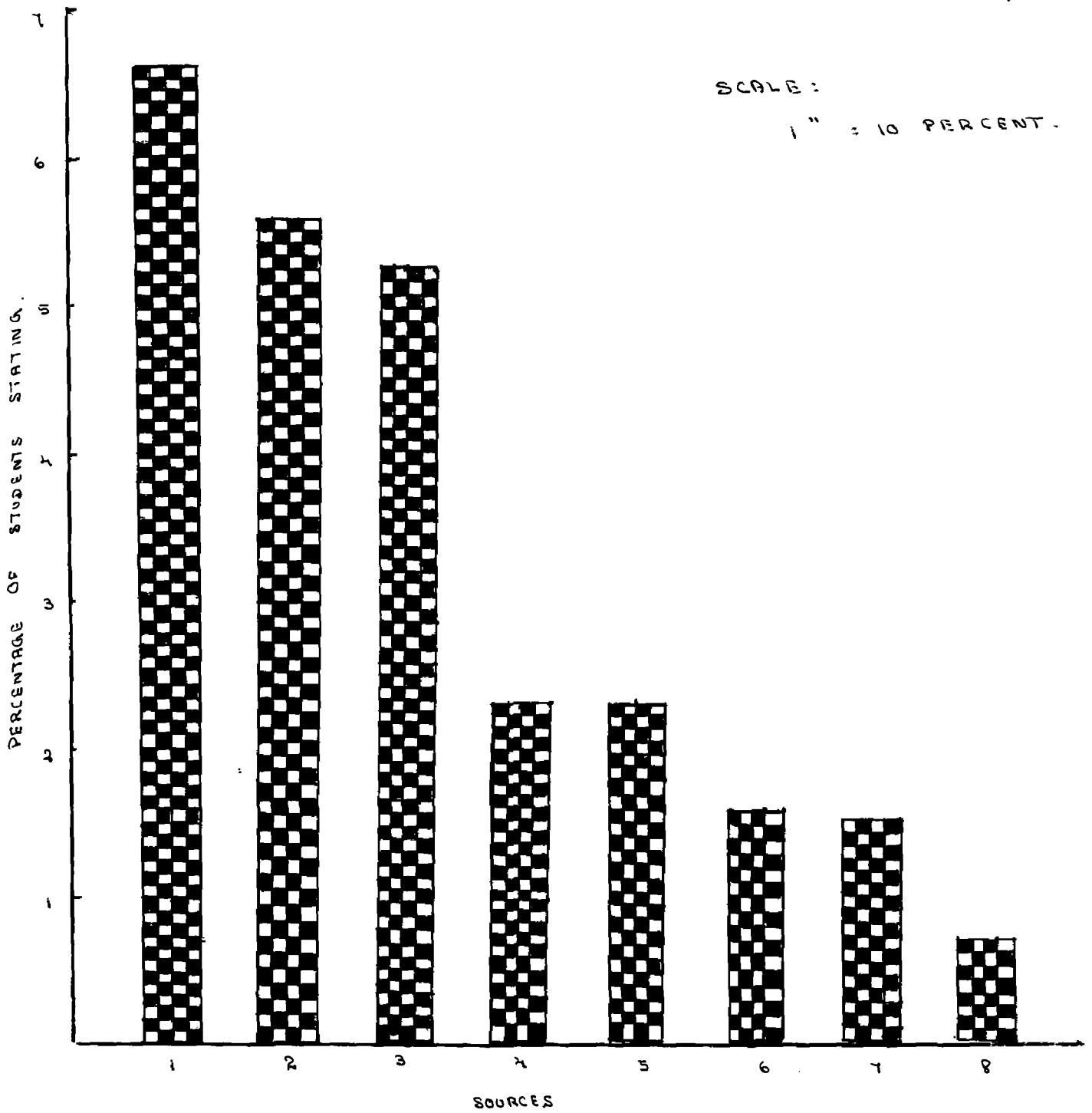
In addition to the routine work, NSC students had taken part in many camps, organised on collegiate, Inter-collegiate and Inter-University basis.

When questioned about the sources of information for the non NSC to know about the NSC activities of the college, the following answers were obtained.

TABLE VI  
SOURCES OF INFORMATION ABOUT NSC AS MENTIONED BY NON NSC'S

S. No.	Sources	Percentage of students stating
1.	Principal	66
2.	Classmates	56
3.	Friends	53
4.	Seniors	23
5.	Staff members	23
6.	Newspaper and bulletins	16
7.	Radio	15
8.	Relatives	7

The sources of information varied in nature and intensity. Oral communication through the principal ranked highest among the sources (Fig. 18 ). It may be noted for future that public media such as news paper and radio should be made use of on a wider scale to popularise NSC.



SOURCES OF INFORMATION ABOUT NSC AS MENTIONED BY  
NON NSC'S

KEY:

FIGURE- 18.

1. PRINCIPAL

5. STAFF MEMBERS

2. CLASSMATES

6. NEWS PAPER AND BULLETINS

3. FRIENDS

7. RADIO

4. SENIORS

8. RELATIVES.

It was noteworthy to find that 75 per cent of the Non NSC students know atleast partially as to what the NSC students were doing. The fact that 25 per cent were unaware of the activities of NSC poses great challenges before NSC students to give wider publicity to their activities.

5. Reasons given by the non NSC students for not becoming members in NSC:

The non NSC students had definite reasons for their not becoming members of NSC.

TABLE VIII

REASONS GIVEN BY NON NSC STUDENTS FOR NOT JOINING IN NSC

S.No.	Reasons	Percentage of students reporting
1.	Lack of time	20
2.	Membership in NCC	19
3.	Unwillingness	15
4.	Distant homes	14
5.	Lack of awareness about the usefulness in NSC	10
6.	Disapproval of parents	8
7.	Ill health	5
8.	Membership in other associations	3

The majority of the reasons expressed were reasonable and acceptable. Further exploration is needed into the reasons for the 'unwillingness' as expressed by 15 per cent of the respondents.

6. Suggestions given by students for strengthening N.S.C.:

The valuable suggestions given by the NSC students to improve NSC are listed in Table IX.

TABLE IX  
SUGGESTIONS GIVEN BY THE NSC STUDENTS TO STRENGTHEN NSC

S. No.	Suggestions	Percentage of students stating
1.	More of manual work must be included in NSC activities	25
2.	Students must visit the villages more frequently	23
3.	More activities should be included	20
4.	Programmes which could bring about concrete outcomes should be given attention to	20
5.	More camps must be organised	20
6.	Punctuality should be maintained	18
7.	More publicity is needed	10

It is uncouraging to see that the students could give valuable and constructive suggestions to strengthen NSC. The suggestions revealed the great interest and enthusiasm of the members to improve the programmes. The fact that NSC was composed of a heterogeneous group of students drawn from various classes delays in assembling and going to the workspots might have led the students to suggest that punctuality should be maintained. In the forth coming year classwise projects may be undertaken to overcome this difficulty.

B. Comparison of NSC and non NSC members with regard to their concepts on

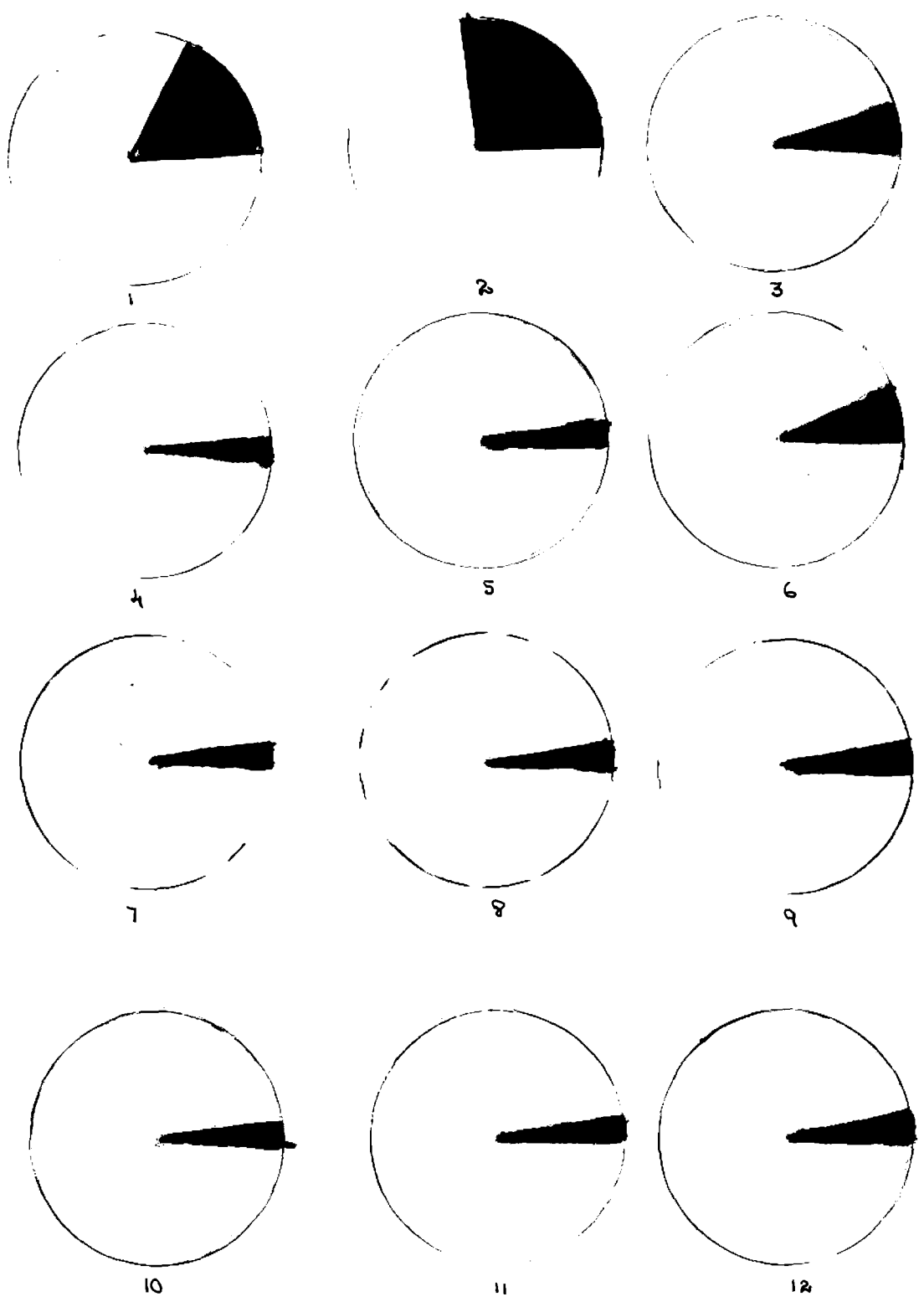
National Service:-

The sixty concepts presented in the opinionnaire were grouped under 12 major headings to facilitate processing of the data. From the total number of statements (Appendix IV) the total positive statements for each aspect were noted and the percentage of positive responses as given by the NSC and the non NSC students were separately calculated for each aspect of the study. Table X gives a comparison of the percentage positive concepts of the NSC and the non NSC students.

TABLE X

PERCENTAGE OF POSITIVE CONCEPTS GIVEN BY THE NSC AND THE  
NON NSC STUDENTS

S. No.	Concepts	Percentage positive concepts	
		NSC	Non NSC
1.	Concepts regarding students role in National Service	82	75
2.	Concepts regarding cleanliness	74	65
3.	Concepts regarding self sufficiency	95	87
4.	Concepts regarding adult education	99	88
5.	Concepts regarding service to handicapped	92	96
6.	Concepts regarding service during national crisis	98	82
7.	Concepts regarding pre-school programme	98	88
8.	Concepts regarding slum work	99	89
9.	Concepts regarding nutrition education	97	84
10.	Concepts regarding savings	99	89
11.	Concepts regarding shramdan	99	93
12.	Concepts regarding social service	97	96



CONCEPTS OF NSC STUDENTS TOWARDS NATIONAL SERVICE

FIGURE - 19

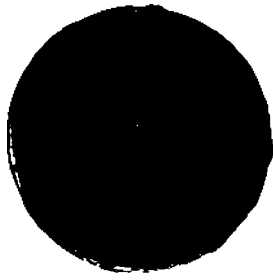
□ POSITIVE  
■ NEGATIVE

KEY:

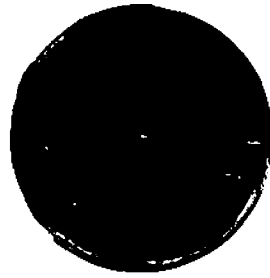
1. Concepts regarding students' role in National Service
2. Concepts regarding cleanliness
3. Concepts regarding self sufficiency
4. Concepts regarding adult education
5. Concepts regarding service during national crisis
6. Concepts regarding service to handicapped
7. Concepts regarding preschool programme
8. Concepts regarding slum work
9. Concepts regarding nutrition education
10. Concepts regarding savings
11. Concepts regarding shramdan
12. Concepts regarding social service

SCALE :

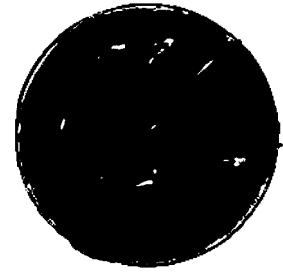
1 PERCENT = 3.6°



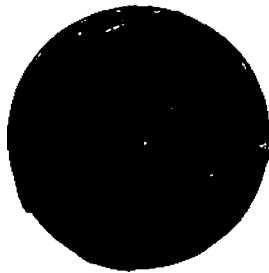
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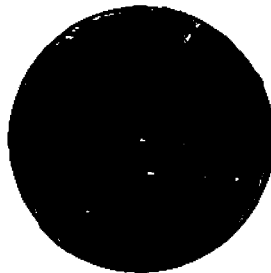
2



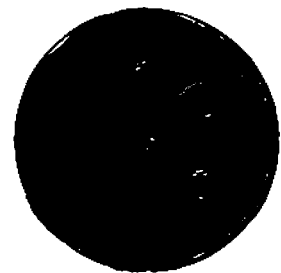
3



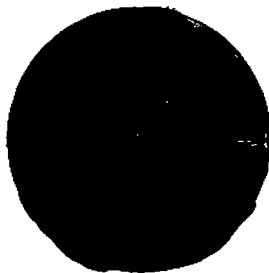
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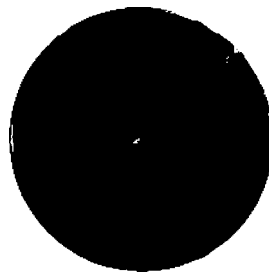
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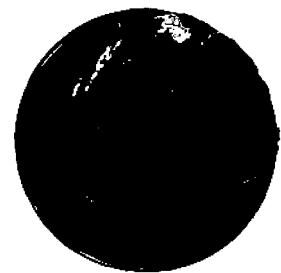
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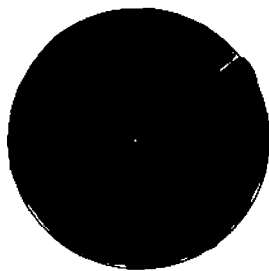
7



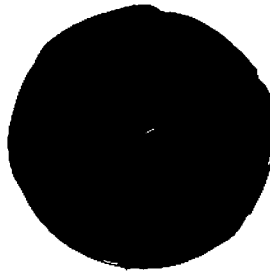
8



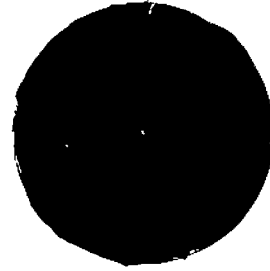
9



10



11



12

CONCEPTS OF NON NSC STUDENTS TOWARDS

NATIONAL SERVICE.

KEY

■ POSITIVE

■ NEGATIVE

FIGURE - 20

KEY

1. Concepts regarding students' role in National Service
2. Concepts regarding cleanliness
3. Concepts regarding self sufficiency
4. Concepts regarding adult education
5. Concepts regarding service during national crisis
6. Concepts regarding service to handicapped
7. Concepts regarding preschool programme
8. Concepts regarding slum work
9. Concepts regarding nutrition education
10. Concepts regarding savings
11. Concepts regarding shramdan
12. Concepts regarding social service

The percentage positive concepts of the NSC's were higher when compared to that of the Non NSC's all aspects except in the case of service to the handicapped. The differences in percentages were the highest in the case of concepts on adult education, service during national crisis and nutrition education (Fig. 19 ).

C. Evaluation of NSC Members and Project Leaders:

This aspect can be discussed under the following headings:-

1. Evaluation of the leaders by the investigator
2. Evaluation of members by the respective project leaders
3. Influence of group leaders on group members.

1. Evaluation of the Leaders by the Investigator

The leaders were evaluated periodically by the investigator by offering scores based on the 20 criteria. (Appendix VI). The following table XI gives the scores of the project leaders presented in terms of average percentage obtained by each leader for all the 20 criteria.

TABLE XI

## AVERAGE PERCENTAGE SCORES OF LEADERS

S. No.	Criteria	Maximum scores for the criterion	Average of the scores obtained by the 12 leaders	Average percentage scores of leaders
1.	Leadership	5	4.5	90
2.	Initiative	5	4.5	90
3.	Willingness	5	4.2	84
4.	Co-operation	5	4.3	86
5.	Adjustment	5	4.0	80
6.	Attendance	5	3.9	78
7.	Punctuality	5	4.4	88
8.	Interest	5	3.7	74
9.	Creativity	5	4.0	80
10.	Motivation	5	4.4	88
11.	Guidance	5	4.1	82
12.	Regularity	5	3.8	76
13.	Ability to talk	5	3.6	72
14.	Service mindeness	5	3.8	79
15.	Informative	5	3.7	74
16.	Efficiency	5	3.8	76
17.	Tolerance	5	4.0	80
18.	Patience	5	3.8	76
19.	Sportiveness	5	3.9	78
20.	Enthusiasm	5	3.8	76

It is heartening to note that the average percentage scores of all the leaders for all the criteria were above 70 per cent which points out the great potentialities these young girls possess. The qualities predominantly exhibited by a majority of leaders were leadership, initiative, punctuality, motivation and co-operation.

2. Evaluation of members by the respective project leaders:

The average percentage scores of the NSC students numbering 188, as evaluated by their respective project leaders (12) for the 20 criteria (Appendix VII) are presented in Table XII.

TABLE XII

## AVERAGE PERCENTAGE SCORES OBTAINED BY THE NSC STUDENTS

S. No.	Criteria	Maximum scores for the criterion	Average of scores obtained by the 188 members	Average percentage scores of group members
1.	Leadership	5	3.1	62
2.	Initiative	5	3.4	68
3.	Willingness	5	4.2	84
4.	Co-operation	5	4.3	86
5.	Adjustment	5	4.3	86
6.	Attendance	5	3.6	72
7.	Punctuality	5	3.4	68
8.	Interest	5	3.8	76
8.	Interest	5	3.8	76
9.	Creativity	5	3.4	68
10.	Motivation	5	3.3	66
11.	Guidance	5	3.1	62
12.	Regularity	5	3.6	72
13.	Ability to talk	5	3.25	65
14.	Service mindedness	5	3.7	74
15.	Informative	5	3.1	62
16.	Efficiency	5	3.35	67
17.	Tolerance	5	3.3	66
18.	Patience	5	3.15	63
19.	Sportiveness	5	2.9	58
20.	Enthusiasm	5	3.2	64

The majority of group members had learnt and adopted qualities such as willingness to work co-operation with colleagues, adjustment to the group, punctuality, service mindedness, patience and enthusiasm. It is imperative that these qualities need to be developed further by offering to them meaningful experiences so that these potential members may become responsible and responsive citizen of the emerging new India.

3. Influence of group leaders on group members:

The group members' performance was being keenly observed, evaluated and scored by the group leaders. The following table XIII depicts the relationship of the scores of group members and the scores of respective leaders (Appendix VIII & IX).

TABLE XIII

RELATIONSHIP BETWEEN THE AVERAGE PERCENTAGE SCORES  
OBTAINED BY THE NSC MEMBERS AND THE RESPECTIVE GR-  
OUP LEADERS

S. No.	Activity	Percentage of scores gained by group members	Percentage of scores obtained by leaders
1.	Gardening	86	86
2.	Dissemination of information	83	79
3.	Service to handicapped	80	79
4.	Slum Improvement	83	78
5.	School Enrolment	78	69
6.	Hospital Service	78	68
7.	Savings	70	69
8.	Health Education	70	64
9.	Nutrition Education	82	73
10.	Campus Cleanliness	77	68
11.	Adult Education	92	74

There was a positive relationship seen between the average scores obtained by the NSC members and their respective project leaders in activities such as gardening, dissemination of information, service to handicapped, slum improvement and saving, which may be attributed to the fact of influence of leaders on the performance of their group members.

D. Outcomes of the Intercollegiate Girl's Camp:

The Intercollegiate girls camp students were asked to assess the extent of fulfilment of the objectives set forth for the camp. Table XIV gives the details of the extent of fulfilment.

TABLE XIV

EXTENT OF FULFILMENT OF THE OBJECTIVES SET FORTH FOR THE INTERCOLLEGIATE CAMP

S. No.	Objectives	Percentage of members mentioning the extent of fulfilment	
		Fully	Partially
1.	To appreciate dignity of labour	100	--
2.	To learn co-operation	100	--
3.	To bring forth material assets	100	--
4.	To develop good concepts regarding NSC	100	--
5.	To know the real village situation	100	--
6.	To gain work experience	100	--
7.	To spend the leisure time usefully	100	--
8.	To develop social contacts	50	50
9.	To mobilise talents	25	75
10.	To nurture leadership qualities	50	50
11.	To gain practical experiences	50	50
12.	To impart adult education	--	100

It is heartening to note that majority of the objectives were fully realized by the campers. The reason for some of the objectives being only partially fulfilled, was the short duration of the camp. For example, the adult literacy programme could only be initiated during the course of ten days camp.

The campers could mention the specific benefits arising from the camp life in terms of educational, social and recreational outcomes which are outlined below:

Educational outcomes:

The educational outcomes were the following:

The campers,

1. learnt to conduct, socio-economic surveys
2. developed leadership
3. tried new methods of educating people
4. acquired information on different projects that could be undertaken by NSC
5. understand the methods of teaching adults
6. obtained practical knowledge of working with people
7. exhibited the talents through competitions
8. gained subject matter knowledge on nutrition, health and preschool education and
9. learnt to work in the farm

Social outcomes:

The social outcomes enumerated by Campers were the following:

The Campers,

1. established rapport with the rural community
  2. understood rural people and their problems
  3. developed team spirit and co-operation among fellow campers
- and 4. acquired new friends

Recreational outcomes:

The recreational outcomes mentioned by the campers included the following:

The Campers:

1. experienced living in a far off place from the city amidst natural scenery
  2. spent the holidays usefully
  3. learnt to put up cultural programmes using their talents
- and 4. enjoyed the trip to Kurundamalai, a nearby temple.

The other benefits realised were learning new prayer songs, developing a sense of responsibility and realising the dignity of manual work.

A longer duration for the Intercollegiate camp was suggested by the members to benefit fully by the experiences offered.

E. Achievements from the participation in NSC as judged by the members:

Achievements from the participation in NSC can be judged by

1. Attendance in NSC projects
- and 2. Outcomes of the projects

Table XV gives the attendance in NSC projects

TABLE XV  
ATTENDANCE IN NSC PROJECTS

S. No.	Projects	Percentage of attendance of the members		
		All the days	Most of the days	Absent frequently
1.	Adult literacy	56	33	11
2.	Campus cleanliness	34	50	16
3.	Gardening	17	83	--
4.	Health education	50	50	--
5.	Hospital visit	39	61	--
6.	Nutrition education	25	50	25
7.	Savings	25	75	--
8.	School enrolment	50	50	--
9.	Service to orphanages	63	37	--
10.	Slum improvement	39	39	22
11.	Dissemination of information	54	46	--

The project members of adult education, service to orphanages, dissemination of information, health education and school enrolment deserved appreciation for their regular attendance. It is needful that other project members too should be motivated to achieve the same.

A rewarding answer given by the members of NSC was, that group members of adult education, gardening, hospital service, school enrolment, slum improvement, savings, service to orphanages, nutrition education and campus cleanliness were satisfied with their participation in activities and their performance in NSC. The group which wanted inclusion of more activities and attention were adult education, savings and dissemination of information. It is a factor for consideration for future activities.

Table XVI give the achievements of NSC members from NSC activities.

TABLE XVI

**ACHIEVEMENTS GAINED FROM PARTICIPATION IN NSC  
ACTIVITIES**

S. S.No.	Achievements	Percentage of students repor- ting
1.	Established contacts with many students	43
2.	Gained knowledge about new projects	39
3.	Derived pleasure in educating others	23
4.	Developed techniques of helping others	22
5.	Learnt to work co-operatively	16
6.	Attained personal satisfaction and fulfilment	9
7.	Gained practical knowledge	8

A majority of the students had stated that contacts with many students, knowledge about new projects and pleasure in educating others as the chief achievements by participating in NSC.

## V. SUMMARY AND CONCLUSION

The study attempted to find out the Influence of National Service Corps on selected college students. The two hundred volunteers enrolled in NSC were engaged in meaningful activities such as Adult Literacy, Campus Cleanliness, Gardening, Health Education, Hospital service, Nutrition Education, Savings, School enrolment, Dissemination of information and Service to orphanages. The study led to the following inferences:

1. The NSC students realised fully their role in nation building activities through service to the community around during their leisure times.
2. The NSC students when compared to the non NSC students ranked better in their positive attitudes towards various aspects of national service which can be attributed to their close association with developmental activities.
3. Judged objectively, by the investigator based on set criteria, the performance of the 12 project leaders was found to be satisfactory.
4. The assessment of the NSC students by their respective project leaders indicated that the students had imbibed the qualities such as co-operation, service mindedness, patience and enthusiasm through their involvement in various projects.

5. Assessment of the scores obtained by NSC members and group leaders proves that there is positive influence of leaders on the performance of group members.
6. Participation in college as well as in the intercollegiate camp offered specific and meaningful work experiences to the NSC students and gave momentum to the entire programme and contributed towards development of leadership potentials.
7. Practical and workable suggestions had been given by NSC members for greater success of NSC.

Thus it is proved that the NSC offers immense possibilities of developing students' potentialities which can be harnessed towards national development.

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A P P E N D I C E S

## APPENDIX I A

## UNIVERSITY WISE PROGRAMMES OF N.S.C.

Area of Operation	Programme	No. of Universities
Village work	Education	33
	Health	18
	Community Work	30
	Agriculture	11
	Work Camps	36
	Survey	14
Urban	Education	30
	Health	28
	Community Work	27
	Work Camps	13
	Survey Work	8
Institutional	Hospital Work	28
	Volunteering in Welfare Agencies	15
	Prison Welfare	1
	Fund Raising	5
	Work Camps	6
	Survey	2
	Education	4
		contd.....

<b>Area of Operation</b>	<b>Programme</b>	<b>No. of Universities</b>
<b>Campus</b>	<b>Education</b>	<b>23</b>
	<b>Community Work</b>	<b>16</b>
	<b>Cleanliness</b>	<b>32</b>
	<b>Beautification</b>	<b>24</b>
	<b>Work Camps</b>	<b>32</b>
	<b>Kitchen Garden</b>	<b>4</b>
<b>Emergency Relief</b>	<b>Relief Camps</b>	<b>13</b>
	<b>Volunteering</b>	<b>4</b>
	<b>Fund Raising</b>	<b>7</b>
<b>Emergency</b>	<b>N.D.F. Collections</b>	<b>17</b>
	<b>Blood Donation</b>	<b>21</b>
	<b>Fund Raising for Welfare of Jawans</b>	<b>12</b>
	<b>Canteen for the Jawans</b>	<b>13</b>
	<b>Training and participation in Civil Defence</b>	<b>28</b>
	<b>Participation in Relief Camp for the Bangla Desh Refugees</b>	<b>33</b>
	<b>Collection of gifts and funds for the Bangla Desh Refugees</b>	<b>24</b>

## APPENDIX I B

<b>S.No.</b>	<b>State</b>	<b>University</b>
1.	Andhra Pradesh	1. Andhra University, Waltair
		2. Andhra Pradesh Agriculture University
		3. Osmania University, Hyderabad
		4. Sri Venkateshwara University, Tirupati
2.	Assam	5. Dibrugarh University, Dibrugarh
		6. Gauhati University, Gauhati
3.	Bihar	7. Bihar University, Muzaffarpur
		8. Magadha University, Bodh Gaya
4.	Delhi	9. All India Institute of Medical Science, New Delhi
		10. Delhi University, Delhi
		11. Indian Institute of Technology, New Delhi
		12. Jamia Millia Islamia, New Delhi
5.	Gujarat	13. Gujarat Ayurveda University, Jamnagar
		14. Gujarat University, Ahmedabad
		15. M.S. University of Baroda, Baroda

S.No.	State	University
		16. Sardar Patel University, Vallabhvidyanagar
		17. Gujarat Vidyapith, Ahmedabad
		18. Saurashtra University, Rajkot
		19. South Gujarat University, Surat
6.	Kerala	20. Calicut University, Calicut
		21. Kerala University, Trivandrum
7.	Madhya Pradesh	22. Awadesh Pratap Singh University, Rewa
		23. Indira Kala Sangeet Vishwa Vidyalaya, Khairagarh
		24. Indore University, Indore
		25. J.L. Nehru Krishi Viswa Vidyalaya, Jabalpur
		26. Ravi Shankar University, Rajpur
		27. Sagar University, Sagar
		28. Vikram University, Ujjain
8.	Maharashtra	29. Bombay University, Bombay
		30. Karam Vir Hira Rural Institute Gargoti (Distt. Kolhapur)
		31. Marathwada University, Aurangabad

S.No.	State	University
		32. Nagpur University, Nagpur
		33. Poona University, Poona
		34. S.N.D.T. Women's University, Bombay
		35. Shivaji University, Kolhapur
		36. Rural Institute, Wardha
9.	Mysore	37. Bangalore University, Bangalore
		38. Karnatak University, Dharwar
		39. Mysore University, Mysore
		40. Behrampur University, Behrampur
10.	Orissa	41. Orissa University of Agriculture and Techno- nology, Bhubneshwar
		42. Sambalpur University, Sambalpur
		43. Utkal University, Bhubneswar
11.	Punjab	44. Guru Nanak University, Amritsar
		45. Punjab University, Chandigarh
		46. Punjab Agricultural University, Ludhiana
		47. Punjabi University, Patiala

contd..

S.No.	State	University
12.	Rajasthan	48. Birla Institute of Technology and Science, Pilani
		49. Jodhpur University, Jodhpur
		50. Rajasthan University, Jaipur
		51. Udaipur University, Udaipur
13.	Tamil Nadu	52. Madras University, Madras
		53. Madurai University, Madurai
14.	Uttar Pradesh	54. Agra University, Agra
		55. Aligarh Muslim University, Aligarh
		56. Allahabad University, Allahabad
		57. Balwant Vidyapith Rural Institute, Bichpuri, Agra
		58. Banaras Hindu University, Varanasi
		59. G.B. Pant University of Agriculture & Technology, Pant Nagar
		60. Gor <sup>o</sup> khpur University, Gorakhpur
		61. Kanpur University, Kanpur
		62. Kashi Vidyapith, Varanasi
		63. Meerut University, Meerut
		64. Roorkee University, Roorkee

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contd...

S.No.	State	University
15.	West Bengal	65. Burdwan University, Burdwan
		66. Calcutta University, Calcutta
		67. Indian Institute of Technology, Kharagpur
		68. Jadavpur University, Calcutta
		69. Kalyani University, Kalyani
		70. Viswa Bharati, Sriniketan

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APPENDIX II

THE PLAN OF WORK FOLLOWED IN THE ORIENTATION CAMP

S.No.	Date	Topic handled	Persons who handled	Method
1.	23-3-73 Forenoon	Role of students in preserving the cultural heritage of India.	Dr. Rajammal P, Devadas, Principal, Sri Avinashilingam Home Science College for Women, Coimbatore.	Lecture.
	Afternoon	What camps do to the students and the value of shramdan	Thiru N.S. Narayanaswamy, Lecturer, Sri Avinashilingam Home Science College for Women, Coimbatore.	Lecturex
2.	24-3-73 Forenoon	Use of folk songs	Thiru Ayyaswamy, Sri Ramakrishna Mission Vidyalaya, Perianaickenpalayam,	Songs and discussion
	Afternoon	Nutritional status and Nutrition programmes in India	Mrs. Kamalanathan, Vice- Principal, Sri Avinashilingam Home Science College for Women, Coimbatore.	Lecturex
3.	25-3-73 Forenoon	Importance of savings	Thiru Kollappan, District Small Savings Officer, Coimbatore.	Lecturex

contd...

S.No.	Date	Topic handled	Persons who handled	Method
	Afternoon	Population Education	Thiru B. Raju - Mass Communication, Bureau in Family Planning, Coimbatore.	Lecture
		Methods of Approaching people	Thiru Padmanaban, Regional Director for Publicity, Madras Region, Govt. of India	Lecture with Filmshows
4.	26-3-73 Forenoon	Role of students in fulfilling Ghandhian dream	Thiru Sadagopal, Gandhi Peace Foundation, Coimbatore.	Lecture
	After noon	Five year plans and Achievements	Miss S. Bhatji, Professor of Economics, Sri Avinashilingam Home Science College for Women, Coimbatore	Lecture
		Savings, importance of nutrition, Health and Sanitation	Mr. Perumal, Officer of Field Publicity, Coimbatore, Nilgiri District.	Filmshows



**IV. For how long have you been a member of NSC?**

**One year**

**Two years**

**Three years**

**V. What are the objectives of NSC?**

**VI. What are the reasons for your joining in NSC?**

- a. Interest in social work.**
- b. Motivation by seniors**
- c. Observing the NSC activities**
- d. Motivation by Family members**
- e. Attraction towards NSC camps**
- f. Chance for going out**

g. For the sake of certificate

h. Any other reasons

**VII. Membership in any other association**

	Membership at present	Previous	Activities
Planning Forum			
Social Service Association			
Rotary Club			
N.C.C.			
UNESCO			
Any other			

VIII. Activities in which you are/were participating through NSC.

Activities	In the past	At present	Reasons
1. Adult Education			
2. Gardening			
3. Balwadi organisation			
4. Survey			
5. Service to handicapped			
6. Hospital Service			
7. Nutrition Education			
8. School enrolment			
9. Slum improvement			

contd..

Activities	In the past	At present	Reasons
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10. Savings drive

11. Civic welfare activities

12. Campus cleanliness

13. Fund raising

14. a. Dissemination of information

b. Cultural troop

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IX. Have you attended any camps and training programme?

Yes  No

a. Purpose

b. Place

c. When

d. Duration

## APPENDIX III B

SRI AVINASHILINGAM HOME SCIENCE COLLEGE FOR WOMEN  
COIMBATORE-641011

Background information of the non NSC students

I. Name:

Class:

Age :

Address:

Resident

Non Resident

II. Socio economic background:

III. What does NSC stand for?

**IV. What are the objectives of NSC?**

**V. What are the activities of NSC in our college?**

**VI. How did you know about NSC?**

**Source of information:**

**1. Principal**

**2. Seniors**

**3. Friends**

**4. Staff members**

**5. Class mates**

**6. Relatives studying in the college**

7. From other colleges

8. News paper

9. Radio

VII. Reasons for not becoming a member of NSC.

## APPENDIX IV

SRI AVINASHILINGAM HOME SCIENCE COLLEGE FOR WOMEN  
COIMBATORE-641011

Concepts of students on National  
Service

1. Through NSC students
  - a. Make use of leisure time usefully
  - b. Are helped to get certificate
  - c. Have contact with the community
  - d. Get chances for outing
  
2. It is the duty of the students
  - a. To understand the problems of the people
  - b. To mind only their own studies
  - c. To make use of extracurricular activities like NSC
  - d. To prepare themselves for future job

3. To keep the college campus clean
- a. Each and every student should take up the responsibility
  - b. The number of workers should be increased
  - c. The student leader should supervise
  - d. There should be separate person to supervise
4. Doing work in the college gardening
- a. Makes the college staff sufficient
  - b. Is a difficult job
  - c. Is a hobby for students
  - d. Is a waste of time
5. Teaching adults to read and write
- a. Is the duty of students
  - b. Is impossible by the students
  - c. Benefits the nation
  - d. Is of no use

**6. To render services during the time of national crisis:**

- a. Is the duty of the students
- b. Is not concerned with the students
- c. Develops integration among students
- d. Affects the student's studies

**7. Physically handicapped**

- a. Are hindrance to the development of of the society
- b. Deserve our sympathy, love and affection
- c. Can't improve their life
- d. Should be provided with opportunities to improve their way of living

**8. Implementation of compulsory primary education**

- a. Is the responsibility of each student
- b. Is beyond the capacity of the students
- c. Is a useless work
- d. Helps in the betterment of nation

**9. Slum work**

- a. **Raises the standard of living of the people in the slum areas**
- b. **Is below the dignity of students**
- c. **Is beyond the capacity of the college students**
- d. **Helps to develop the society**

**10. Service to the sick or diseased**

- a. **Gives peace of mind**
- b. **Inculcates a sense of service among the students**
- c. **Is dangerous job**
- d. **Is a nasty job**

**11. Giving nutrition education in rural areas**

- a. **Helps to control the rise in prices**
- b. **Is useless effort**
- c. **Helps to change the food habits**
- d. **In beyond the capacity of the students**

**12. Savings Habit**

- a. Should be practised by the students
- b. Can be propagated among the people by the students
- c. Is impossible in real life
- d. Is not necessary for the students

**13. Running balwadis in rural areas**

- a. Develops good habits in children
- b. Increases the expenditure of the parents
- c. Provides opportunities to the children to attend school regularly
- d. Is an unnecessary expenditure to the Government

**14. Shramdan or manual work for constructive purposes**

- a. Is the duty of the students
- b. Affects student's education

c. Is below our dignity

d. Helps them to realise the dignity  
of labour

15. Social Service Means

a. Physical toil

b. Working for the name and fame

c. Work in which all the students  
should participate

d. Work which is not necessary for  
students

APPENDIX V

CONCEPTS OF NSC AND NON NSC STUDENTS ON NATIONAL SERVICE

S. No.	Positive Concepts	Number of students stating		Negative Concepts	Number of students stating	
		NSC	Non NSC		NSC	Non NSC
1.	Concepts regarding students role:			Concepts regarding students role:		
	a. Make use of leisure time properly	163	154	a. Are helped to get certificate	79	102
	b. Have contact with the society	166	169	b. Get chances for outing	64	97
	c. To understand the problems of people	164	142	c. To mind only their own business	22	36
	d. To make use of extra-curricular activities like NSC	138	163		<u>165</u>	<u>235</u>
	e. To prepare themselves for future job	70	125			
		<u>701</u>	<u>753</u>			

S. Positive Concepts No.	Number of students stating		Negative Concepts	Number of students stating	
	NSC	Non NSC		NSC	Non NSC
<b>II. Concepts regarding cleanliness:</b>			<b>Concepts regarding cleanliness:</b>		
a. Each and every student should take up the responsibility	187	169	a. The number of worker should be increased	43	68
b. The student leader must supervise	68	117	b. There should be separate person to supervise it	46	87
	<u>255</u>	<u>286</u>		<u>89</u>	<u>155</u>
<b>III. Concepts regarding self sufficiency:</b>			<b>Concepts regarding self sufficiency:</b>		
a. Makes the college self sufficiency	154	144	a. Is a difficult job	9	28
b. Is a hobby for students	146	157	b. Is a waste of time	6	18
	<u>300</u>	<u>301</u>		<u>15</u>	<u>46</u>

S. No. Positive concepts	Number of students stating		Negative concepts	Number of students stating	
	NSC	Non NSC		NSC	Non NSC
<b>IV. Concepts regarding adult literacy:</b>			<b>Concepts regarding adult literacy:</b>		
a. Is the duty of the students	148	140	a. Is impossible by the students	2	15
b. Benefit the nation	174	175	b. Is of no use	—	30
	<u>322</u>	<u>315</u>		<u>2</u>	<u>45</u>
<b>V. Concepts regarding service during national crises:</b>			<b>Concepts regarding service during national crisis:</b>		
a. Is the duty of the students	163	152	a. Is not concerned with students	—	29
b. Develops integration among students	156	158	b. Affects students studies	3	39
	<u>329</u>	<u>310</u>		<u>3</u>	<u>68</u>

S. No. Positive concepts	Number of stu- dents stating		Negative concepts	Number of stu- dents stating	
	NSC	Non NSC		NSC	Non NSC
VI. Concepts regarding service to handicapped:			Concepts regarding service to handicapped:		
a. Deserve sympathy love and affection	149	143	a. Are hindrance to the development of society	7	18
b. Should be provided with opportunities to improve their way of living	170	162	b. Can't improve their life	21	51
	339	305		28	69
VII. Concepts regarding pre-school and primary education:			Concepts regarding pre-school and balwadi education:		
a. Is the responsibility of each student	133	132	a. Is beyond the capacity of students	5	28
b. Helps in betterment of nation	181	169	b. Is a useless work	--	28
c. Develops good habits in children	175	164	c. Increases the expenditure of parents	4	22
d. Provides opportunity to the children to attend school regularly	145	141	d. Is an unnecessary expenditure to the government	2	11
	634	606		11	69

S. No. Positive concepts	Number of stu- dents starting		Negative concepts	Number of stu- dents stating	
	NSC	Non NSC		NSC	Non NSC
VIII. Concepts regarding slum work and service to the sick:			Concepts regarding slum work and service to the sick:		
a. Raises the standard of living of the people	168	162	a. Is below the dignity of students	—	25
b. Helps to develop the society	165	162	b. Is beyond the capacity of college students	1	20
c. Gives peace of mind	163	155	c. Is a dangerous job	3	21
d. Inculcate a sense of service among students	165	170	d. Is a nasty job	1	11
	<u>661</u>	<u>649</u>		<u>5</u>	<u>77</u>

S. No.	Positive concepts	Number of students stating		Negative concepts	Number of students stating	
		NSC	Non NSC		NSC	Non NSC
IX.	Concepts regarding nutrition education:			Concepts regarding nutrition education:		
	a. Helps to control the rise in prices	130	116	a. Is a useless effort	3	35
	b. Helps to change food habits	158	149	b. Is beyond the capacity of students	6	16
		<u>288</u>	<u>265</u>		<u>9</u>	<u>51</u>
X.	Concepts regarding savings:			Concepts regarding savings:		
	a. Should be practiced by the students	163	164	a. Is impossible in real life	1	29
	b. Can be propagated among the people	155	144	b. Is not necessary for students	1	10
		<u>318</u>	<u>308</u>		<u>2</u>	<u>39</u>

S. No.	Positive concepts	Number of students stating		Negative concepts	Number of students stating	
		NSC	Non NSC		NSC	Non NSC
<b>XI.</b>	Concepts regarding shramdan work:			Concepts regarding shramdan work:		
	a. Is the duty of the students	130	137	a. Affects students education	2	19
	b. Helps to realise the dignity of labour	186	168	b. Is below our dignity	—	4
		<u>316</u>	<u>305</u>		<u>2</u>	<u>23</u>
<b>XII.</b>	Concepts regarding social service:			Concepts regarding social service:		
	a. Work in which all students should participate	196	182	a. Physical toil	4	25
				b. Working for name and fame	1	22
				c. Work which is not necessary for students	4	9
					<u>9</u>	<u>56</u>

## APPENDIX VI

## DISTRIBUTION OF LEADERS ACCORDING TO SCORES

S. No.	Criteria	Distribution of leaders according to scores					Total
		5	3	2	1	0	
1.	Leadership	9	3	-	-	-	12
2.	Initiative	9	3	-	-	-	12
3.	Willingness	7	5	-	-	-	12
4.	Co-operation	8	3	1	-	-	12
5.	Adjustment	6	6	-	-	-	12
6.	Attendance	6	5	1	-	-	12
7.	Punctuality	8	4	-	-	-	12
8.	Interest	4	8	-	-	-	12
9.	Creativity	6	6	-	-	-	12
10.	Motivation	8	4	-	-	-	12
11.	Guidance	7	4	1	-	-	12
12.	Regularity	5	7	-	-	-	12
13.	Ability to talk	4	7	1	-	-	12
14.	Service minded- ness	5	7	-	-	-	12
15.	Informative	4	8	-	-	-	12
16.	Efficiency	5	7	-	-	-	12
17.	Tolerance	7	3	2	-	-	12
18.	Patience	8	4	2	-	-	12
19.	Spontiveness	6	5	1	-	-	12
20.	Enthusiasm	6	4	2	-	-	12

## APPENDIX VII

## DISTRIBUTION OF NSC MEMBERS ACCORDING TO SCORES

S. S. No.	Criteria	Distribution of group members according to scores (188)					Total number
		5	3	2	1	0	
1.	Leadership	50	81	48	9	--	188
2.	Initiative	73	59	45	11	--	188
3.	Willingness	92	60	24	12	--	188
4.	Co-operation	93	63	23	9	--	188
5.	Adjustment	93	60	25	10	--	188
6.	Attendance	79	68	30	11	--	188
7.	Punctuality	75	57	37	19	--	188
8.	Interest	86	76	23	3	--	188
9.	Creativity	73	61	39	15	--	188
10.	Motivation	75	40	53	20	--	188
11.	Guidance	45	87	37	17	2	188
12.	Regularity	76	87	19	5	1	188
13.	Ability to talk	62	76	32	18	--	188
14.	Service mindedness	90	60	28	9	1	188
15.	Informative	51	80	42	10	5	188
16.	Efficiency	65	60	27	13	13	188
17.	Tolerance	71	50	49	18	--	188
18.	Patience	91	61	38	6	2	188
19.	Sportiveness	48	65	42	25	8	188
20.	Enthusiasm	99	53	19	15	2	188

## APPENDIX VIII

## DISTRIBUTION OF GROUP MEMBERS ACCORDING TO SCORES

Adult Education Number of members = 23

S.No.	Criteria	5	3	2	1	0
1.	Leadership	6	3	14	--	--
2.	Initiative	10	6	7	--	--
3.	Willingness	8	5	6	4	--
4.	Co-operation	4	17	2	--	--
5.	Adjustment	8	10	3	2	--
6.	Attendance	4	17	2	--	--
7.	Punctuality	12	7	2	2	--
8.	Interest	15	6	2	--	--
9.	Creativity	12	8	3	--	--
10.	Motivation	20	2	1	--	--
11.	Guidance	7	10	3	3	--
12.	Regularity	15	6	2	--	--
13.	Ability to talk	5	12	3	3	--
14.	Service mindedness	9	13	1	--	--
15.	Informative	7	9	7	--	--
16.	Efficiency	12	9	2	--	--
17.	Tolerance	18	5	--	--	--
18.	Patience	17	6	--	--	--
19.	Sportiveness	5	15	3	--	--
20.	Enthusiasm	14	8	1	--	--

Campus Cleanliness Number of members = 8

S. No.	Criteria	5	3	2	1	0
1.	Leadership	4	3	1	--	--
2.	Initiative	--	5	3	--	--
3.	Willingness	3	4	1	--	--
4.	Co-operation	2	3	3	--	--
5.	Adjustment	2	4	2	--	--
6.	Attendance	3	2	3	--	--
7.	Punctuality	--	2	6	--	--
8.	Interest	--	8	--	--	--
9.	Creativity	--	5	2	1	--
10.	Motivation	3	4	1	--	--
11.	Guidance	4	2	2	--	--
12.	Regularity	4	2	1	1	--
13.	Ability to talk	3	2	1	2	--
14.	Service mindness <sup>ed</sup>	--	2	6	--	--
15.	Informative	1	5	2	--	--
16.	Efficiency	--	3	2	2	1
17.	Tolerance	2	3	1	2	--
18.	Patience	1	4	3	--	--
19.	Sportiveness	-	6	2	-	--
20.	Enthusiasm	--	3	3	2	--

Gardening Number of members = 12

S.No.	Criteria	5	3	2	1	0
1.	Leadership	8	4	--	--	--
2.	Initiative	8	2	2	--	--
3.	Willingness	12	--	--	--	--
4.	Co-operation	12	--	--	--	--
5.	Adjustment	12	--	--	--	--
6.	Attendance	5	2	5	--	--
7.	Punctuality	10	2	--	--	--
8.	Interest	8	4	--	--	--
9.	Creativity	7	5	--	--	--
10.	Motivation	9	3	--	--	--
11.	Guidance	4	6	2	--	--
12.	Regularity	10	2	--	--	--
13.	Ability to talk	4	8	--	--	--
14.	Service mindedness	8	4	--	--	--
15.	Informative	3	8	1	--	--
16.	Efficiency	7	3	2	--	--
17.	Tolerance	12	--	--	--	--
18.	Patience	12	--	--	--	--
19.	Sportiveness	8	2	2	--	--
20.	Enthusiasm	10	2	--	--	--

Health Education - Number of members = 24

S.No.	Criteria	5	3	2	1	0
1.	Leadership	4	10	5	5	-
2.	Initiativeness	10	7	7	-	-
3.	Willingness	8	4	6	6	-
4.	Co-operation	10	7	4	3	-
5.	Adjustment	13	5	3	3	-
6.	Attendance	8	5	5	6	-
7.	Punctuality	12	7	3	2	-
8.	Interest	18	2	4	-	-
9.	Creativity	15	7	2	-	-
10.	Motivation	9	6	4	5	-
11.	Guidance	8	6	4	6	-
12.	Regularity	9	7	8	-	-
13.	Ability to talk	6	5	7	6	-
14.	Service mind- edness	12	4	3	5	-
15.	Informative	5	12	3	4	-
16.	Efficiency	7	8	4	3	2
17.	Tolerance	3	3	12	6	-
18.	Patience	12	5	3	2	2
19.	Sportiveness	6	7	4	3	4
20.	Enthusiasm	8	6	5	3	2

Hospital Service Group - Number of members 42

S.No.	Criteria	5	3	2	1	0
1.	Leadership	13	26	3	-	-
2.	Initiative	22	18	2	-	-
3.	Willingness	30	11	1	-	-
4.	Co-operation	8	25	6	3	-
5.	Adjustment	10	22	5	5	-
6.	Attendance	28	12	2	-	-
7.	Punctuality	18	6	9	9	-
8.	Interest	8	32	2	-	-
9.	Creativity	3	20	15	4	-
10.	Motivation	13	6	15	8	-
11.	Guidance	5	27	8	2	-
12.	Regularity	8	34	-	-	-
13.	Ability to talk	10	22	5	5	-
14.	Service minded ness	30	8	4	-	-
15.	Informative	3	20	9	5	5
16.	Efficiency	8	26	5	3	-
17.	Tolerance	16	17	5	4	-
18.	Patience	24	11	7	-	-
19.	Sportiveness	3	10	7	-	-
20.	Enthusiasm	34	8	-	-	-

Nutrition Education - Number of members = 4

S.No.	Criteria	5	3	2	1	0
1.	Leadership	1	2	1	-	-
2.	Initiative	1	2	1	-	-
3.	Willingness	2	1	1	-	-
4.	Co-operation	2	1	1	-	-
5.	Adjustment	4	-	-	-	-
6.	Attendance	3	1	-	-	-
7.	Punctuality	2	2	-	-	-
8.	Interest	1	2	1	-	-
9.	Creativity	1	2	1	-	-
10.	Motivation	2	2	-	-	-
11.	Guidance	1	1	2	-	-
12.	Regularity	2	1	1	-	-
13.	Ability to talk	1	1	2	-	-
14.	Service mindedness	2	1	1	-	-
15.	Informative	3	1	-	-	-
16.	Efficiency	1	1	1	1	-
17.	Tolerance	2	2	-	-	-
18.	Patience	1	1	1	1	-
19.	Sportiveness	1	2	1	-	-
20.	Enthusiasm	2	2	-	-	-

Savings Group - Number of members = 15

S.No.	Criteria	5	3	2	1	0
1.	Leadership	2	-	13	-	-
2.	Initiative	3	2	4	6	-
3.	Willingness	7	4	2	2	-
4.	Co-operation	7	2	3	3	-
5.	Adjustment	3	4	8	-	-
6.	Attendance	7	5	3	-	-
7.	Punctuality	7	2	4	2	-
8.	Interest	3	5	5	2	-
9.	Creativity	5	2	3	5	-
10.	Motivation	2	-	11	2	-
11.	Guidance	1	5	5	2	2
12.	Regularity	7	4	1	2	1
13.	Ability to talk	3	6	4	2	-
14.	Service mindedness	6	5	2	1	1
15.	Informative	9	2	3	1	-
16.	Efficiency	11	-	2	2	-
17.	Tolerance	2	-	9	4	-
18.	Patience	7	-	7	1	-
19.	Sportiveness	9	-	2	4	-
20.	Enthusiasm	11	-	3	1	-

School Enrolment Group - Number of members = 16

S.No.	Criteria	5	3	2	1	0
1.	Leadership	2	12	2	-	-
2.	Initiative	5	8	3	-	-
3.	Willingness	4	12	-	-	-
4.	Co-operation	14	2	-	-	-
5.	Adjustment	13	2	-	-	-
6.	Attendance	9	7	-	-	-
7.	Punctuality	8	4	2	2	-
8.	Interest	3	9	4	-	-
9.	Creativity	8	2	3	3	-
10.	Motivation	3	6	3	4	-
11.	Guidance	7	4	5	-	-
12.	Regularity	9	7	-	-	-
13.	Ability to talk	5	9	2	-	-
14.	Service mindedness	2	12	2	-	-
15.	Informative	2	8	6	-	-
16.	Efficiency	7	4	3	2	-
17.	Tolerance	2	6	8	-	-
18.	Patience	8	6	2	-	-
19.	Sportiveness	2	7	4	3	-
20.	Enthusiasm	5	4	2	5	-

Slum Improvement - Number of members = 14

S.No.	Criteria	5	3	2	1	0
1.	Leadership	2	9	2	1	-
2.	Initiative	3	4	4	3	-
3.	Willingness	2	10	2	-	-
4.	Co-operation	10	2	2	-	-
5.	Adjustment	8	4	2	-	-
6.	Attendance	-	5	6	-	3
7.	Punctuality	-	9	3	2	-
8.	Interest	8	3	3	-	-
9.	Creativity	7	4	2	1	-
10.	Motivation	3	7	4	-	-
11.	Guidance	2	7	2	3	-
12.	Regularity	-	10	2	2	-
13.	Ability to talk	5	6	3	-	-
14.	Service mindedness	-	5	6	3	-
15.	Informative	3	9	2	-	-
16.	Efficiency	3	8	3	-	-
17.	Tolerance	-	2	10	2	-
18.	Patience	-	2	10	2	-
19.	Sportiveness	2	2	5	5	-
20.	Enthusiasm	2	6	3	3	-

Service to Orphanages - Number of members = 20

S.No.	Criteria	5	3	2	1	0
1.	Leadership	4	8	5	3	-
2.	Initiative	7	5	8	-	-
3.	Willingness	12	8	-	-	-
4.	Co-operation	19	-	-	-	-
5.	Adjustment	14	6	-	-	-
6.	Attendance	6	8	4	2	-
7.	Punctuality	4	10	6	-	-
8.	Interest	20	-	-	-	-
9.	Creativity	10	4	6	-	-
10.	Motivation	7	2	4	-	-
11.	Guidance	3	16	1	-	-
12.	Regularity	8	10	2	-	-
13.	Ability to talk	13	3	4	-	-
14.	Service mindedness	17	2	1	-	-
15.	Informative	8	5	7	-	-
16.	Efficiency	10	7	3	-	-
17.	Tolerance	9	8	3	-	-
18.	Patience	7	8	5	-	-
19.	Sportiveness	10	8	2	-	-
20.	Enthusiasm	20	-	-	-	-

Dissemination of Information - Number of students = 10

S.No.	Criteria	5	3	2	1	0
1.	Leadership	4	4	2	-	-
2.	Initiative	4	-	4	2	-
3.	Willingness	4	1	5	-	-
4.	Co-operation	5	3	2	-	-
5.	Adjustment	6	3	1	-	-
6.	Attendance	6	4	-	-	-
7.	Punctuality	2	6	2	-	-
8.	Interest	2	5	2	1	-
9.	Creativity	5	2	2	1	-
10.	Motivation	4	2	3	1	-
11.	Guidance	3	3	3	1	-
12.	Regularity	4	4	2	-	-
13.	Ability to talk	7	2	1	-	-
14.	Service mindedness	4	4	2	-	-
15.	Informative	7	1	2	-	-
16.	Efficiency	5	5	-	-	-
17.	Tolerance	5	4	1	-	-
18.	Patience	7	3	-	-	-
19.	Sportiveness	6	2	2	-	-
20.	Enthusiasm	1	6	2	1	-

APPENDIX IX

AVERAGE SCORES OF THE LEADERS GIVEN BY INVESTIGATOR

S.No.	Criteria	1					2					3				
		5	3	2	1	0	5	3	2	1	0	5	3	2	1	0
1.	Leadership	1	-	-	-	-	1	-	-	-	-	1	-	-	-	-
2.	Initiative	1	-	-	-	-	1	-	-	-	-	-	1	-	-	-
3.	Willingness	1	-	-	-	-	-	1	-	-	-	-	-	1	-	-
4.	Co-operation	1	-	-	-	-	-	1	-	-	-	1	-	-	-	-
5.	Adjustment	1	-	-	-	-	1	-	-	-	-	-	1	-	-	-
6.	Attendance	1	-	-	-	-	-	1	-	-	-	-	1	-	-	-
7.	Punctuality	1	-	-	-	-	-	1	-	-	-	-	1	-	-	-
8.	Interest	1	-	-	-	-	1	-	-	-	-	-	1	-	-	-
9.	Creativity	-	1	-	-	-	1	-	-	-	-	-	1	-	-	-
10.	Motivation	1	-	-	-	-	1	-	-	-	-	-	1	-	-	-
11.	Guidance	1	-	-	-	-	1	-	-	-	-	-	1	-	-	-
12.	Regularity	-	1	-	-	-	1	-	-	-	-	-	1	-	-	-
13.	Ability to talk	1	-	-	-	-	1	-	-	-	-	-	-	1	-	-
14.	Service minded- ness	1	-	-	-	-	-	1	-	-	-	-	1	-	-	-
15.	Informative	1	-	-	-	-	-	1	-	-	-	-	1	-	-	-
16.	Efficiency	1	-	-	-	-	1	-	-	-	-	-	1	-	-	-
17.	Tolerance	-	1	-	-	-	1	-	-	-	-	1	-	-	-	-
18.	Patience	-	1	-	-	-	1	-	-	-	-	1	-	-	-	-
19.	Spontiveness	1	-	-	-	-	-	1	-	-	-	1	-	-	-	-
20.	Enthusiasm	1	-	-	-	-	1	-	-	-	-	1	-	-	-	-
		16	4	-	-	-	13	7	-	-	-	6	12	2	-	-

S.No.	Criteria	4					5					6				
		5	3	2	1	0	5	3	2	1	0	5	3	2	1	0
1.	Leadership	-	1	-	-	-	1	-	-	-	-	1	-	-	-	-
2.	Initiative	-	1	-	-	-	1	-	-	-	-	1	-	-	-	-
3.	Willingness	-	1	-	-	-	1	-	-	-	-	1	-	-	-	-
4.	Co-operation	-	1	-	-	-	1	-	-	-	-	1	-	-	-	-
5.	Adjustment	-	1	-	-	-	-	1	-	-	-	-	1	-	-	-
6.	Attendance	-	1	-	-	-	1	-	-	-	-	-	1	-	-	-
7.	Punctuality	1	-	-	-	-	1	-	-	-	-	1	-	-	-	-
8.	Interest	-	1	-	-	-	-	1	-	-	-	-	1	-	-	-
9.	Creativity	1	-	-	-	-	1	-	-	-	-	1	-	-	-	-
10.	Motivation	1	-	-	-	-	-	1	-	-	-	1	-	-	-	-
11.	Guidance	-	1	-	-	-	-	1	-	-	-	1	-	-	-	-
12.	Regularity	-	1	-	-	-	-	1	-	-	-	1	-	-	-	-
13.	Ability to talk	-	1	-	-	-	1	-	-	-	-	-	1	-	-	-
14.	Service to mind- edness	1	-	-	-	-	1	-	-	-	-	-	1	-	-	-
15.	Insermative	1	-	-	-	-	-	1	-	-	-	-	1	-	-	-
16.	Efficiency	1	-	-	-	-	-	1	-	-	-	-	1	-	-	-
17.	Tolerance	1	-	-	-	-	-	1	-	-	-	-	1	-	-	-
18.	Patience	1	-	-	-	-	-	1	-	-	-	-	1	-	-	-
19.	Sportiveness	1	-	-	-	-	1	-	-	-	-	-	1	-	-	-
20.	Enthusiasm	1	-	-	-	-	1	-	-	-	-	-	1	-	-	-
		10	10	-	-	-	11	9	-	-	-	9	11	-	-	-

S.No.	Criteria	7					8					9				
		5	3	2	1	0	5	3	2	1	0	5	3	2	1	0
1.	Leadership	1	-	-	-	-	1	-	-	-	-	1	-	-	-	-
2.	Initiative	1	-	-	-	-	1	-	-	-	-	1	-	-	-	-
3.	Willingness	1	-	-	-	-	1	-	-	-	-	1	-	-	-	-
4.	Co-operation	-	1	-	-	-	1	-	-	-	-	-	1	-	-	-
5.	Adjustment	-	1	-	-	-	1	-	-	-	-	-	1	-	-	-
6.	Attendance	1	-	-	-	-	1	-	-	-	-	1	-	-	-	-
7.	Punctuality	1	-	-	-	-	-	1	-	-	-	1	-	-	-	-
8.	Interest	-	1	-	-	-	-	1	-	-	-	1	-	-	-	-
9.	Creativity	-	1	-	-	-	-	1	-	-	-	1	-	-	-	-
10.	Motivation	1	-	-	-	-	-	1	-	-	-	1	-	-	-	-
11.	Guidance	-	1	-	-	-	1	-	-	-	-	1	-	-	-	-
12.	Regularity	-	1	-	-	-	1	-	-	-	-	1	-	-	-	-
13.	Ability to talk	-	1	-	-	-	-	1	-	-	-	1	-	-	-	-
14.	Service to mindedness	1	-	-	-	-	-	1	-	-	-	-	1	-	-	-
15.	Informative	-	1	-	-	-	-	1	-	-	-	1	-	-	-	-
16.	Efficiency	1	-	-	-	-	-	1	-	-	-	-	1	-	-	-
17.	Tolerance	1	-	-	-	-	-	1	-	-	-	-	-	1	-	-
18.	Patience	-	1	-	-	-	1	-	-	-	-	-	1	-	-	-
19.	Sportiveness	-	1	-	-	-	-	1	-	-	-	-	-	1	-	-
20.	Enthusiasm	-	1	-	-	-	1	-	-	-	-	-	-	1	-	-
		9	11	-	-	-	10	10	-	-	-	11	4	5	-	-

S.No.	Criteria	Group 1					Group 2					Group 3				
		5	3	2	1	0	5	3	2	1	0	5	3	2	1	0
1.	Leadership	-	1	-	-	-	-	1	-	-	-	1	-	-	-	-
2.	Initiative	1	-	-	-	-	-	1	-	-	-	1	-	-	-	-
3.	Willingness	-	1	-	-	-	1	-	-	-	-	1	-	-	-	-
4.	Co-operation	1	-	-	-	-	1	-	-	-	-	1	-	-	-	-
5.	Adjustment	1	2	-	-	-	-	1	-	-	-	1	-	-	-	-
6.	Attendance	1	-	-	-	-	1	-	-	-	-	1	-	-	-	-
7.	Punctuality	1	-	-	-	-	-	1	-	-	-	1	-	-	-	-
8.	Interest	-	1	-	-	-	-	1	-	-	-	1	-	-	-	-
9.	Creativity	-	1	-	-	-	-	1	-	-	-	1	-	-	-	-
10.	Motivation	-	1	-	-	-	-	1	-	-	-	1	-	-	-	-
11.	Guidance	-	-	1	-	-	1	-	-	-	-	1	-	-	-	-
12.	Regularity	-	1	-	-	-	-	1	-	-	-	1	-	-	-	-
13.	Ability to talk	-	1	-	-	-	-	1	-	-	-	1	-	-	-	-
14.	Service mindedness	1	-	-	-	-	-	1	-	-	-	-	1	-	-	-
15.	Informative	-	1	-	-	-	-	1	-	-	-	1	-	-	-	-
16.	Efficiency	-	1	-	-	-	-	1	-	-	-	1	-	-	-	-
17.	Tolerance	-	-	1	-	-	1	-	-	-	-	1	-	-	-	-
18.	Patience	-	-	1	-	-	1	-	-	-	-	1	-	-	-	-
19.	Sportiveness	1	-	-	-	-	1	-	-	-	-	-	1	-	-	-
20.	Enthusiasm	-	-	1	-	-	-	1	-	-	-	-	1	-	-	-
		7	9	4	-	-	7	13	-	-	-	16	4	-	-	-

## APPENDIX X

INTER COLLEGIATE NATIONAL SERVICE CORPS CAMP AT  
KURANOOOR SPONSORED BY THE UNIVERSITY OF MADRAS

I. A. Questionnaire to elicit the information from  
from the students attending the Inder Collegiate  
Camp at Kuranoor.

I. Name of the student:

II. Class:

Age:

College:

II. What are your objectives in participating in  
this camp and explain the extent of fulfilment  
of the same.

Sl. No.	Objective	Fully	Par- tially	Not at all	Reasons
-	-	-	-	-	-

III. What are the specific outcomes of this camp?

a. Social

b. Recreational

c. Educational

d. Others

## APPENDIX XI

SRI AVINASHILINGAM HOME SCIENCE COLLEGE FOR WOMEN  
COIMBATORE-641011

NSC Evaluation for the year 1973-74

Name:

Class:

I. Resident: Non Resident: 

Project:

II. Mention whether you were regular in your work:

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Attended all  
days

On most of the  
days

Absent  
frequently

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**III. Did you like your project?**

Yes       No       Reasons

**IV. What did you achieve as a member of NSC?**

**a. Educational achievements:**

**b. Social benefits:**

**c. Recreations:**