

**DEVELOPING LEADERSHIP AMONG UNIVERSITY STUDENTS  
THROUGH NATIONAL SERVICE SCHEME**

**By  
MEENA, N.**

A THESIS SUBMITTED TO THE AVINASHILINGAM INSTITUTE FOR HOME SCIENCE  
AND HIGHER EDUCATION FOR WOMEN (DEEMED UNIVERSITY) COIMBATORE-641 043,  
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF SCIENCE  
IN HOME SCIENCE EXTENSION EDUCATION

**MAY 1993**

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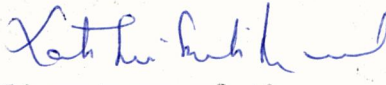
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Certified as Bonafide Research Work

  
Signature of the Head  
of the Department

  
Signature of the  
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Signature of  
the Guide

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# Introduction

## INTRODUCTION

"Let our youth be strong-strong first-for  
India calls for infinite energy, infinite  
zeal and infinite courage"

- Swami Vivekananda

Youth is the wealth of any nation. The youth of today are the great leaders of tomorrow. On their quality, depends the future of the nation. The progress of the nation is determined by, how the energies of youth are channelised on their preparations for meeting the challenges of life and development of the nation.

Youth must have opportunities to realise that they will get from their country tomorrow, what they give her today. Youth have a catalytic role to play in accelerating the process of national development. Their boundless energy and idealism could introduce to the various development activities, a direction which could bring about the social transformation needed to make them suitable for their own future.

Youth constitute men and women from adolescence to the middle age. Though the definition of 'Youth' differ from country to country, by and large the population falling in the age group of 15 to 35 is termed youth (Chowdhry, 1992). According to 1991 census, there were 214.5 million youth in India, comprising 121.3 million in the age group of 15 to 24 years and 93.2 million in the age group of 24 to 34 years (Singh and Sharma, 1992). The youth, representing a third of our population, constitute a vital human resource. They participate actively in the development of our nation, shaping her destiny. Their problems are many and their aspirations high, with greater promise for the future (National Youth Policy, 1989).

Youth is the embodiment of energy and enthusiasm which can be utilised for the socio-economic development of the nation and eradication of social evils (Chowdhry, 1988). Participation of youth is fundamental to development. It requires faith and commitment, besides knowledge of the process of promotion.

Leadership and disciplined citizenship cannot develop automatically nor can these qualities be

acquired after character is formed. These qualities have to be inculcated by proper training during the impressionable years of adolescence. Therefore a well planned youth movement is of great importance in education. . Avinashilingam (1981) confirms that education is generally considered to be one of the most powerful instruments of modernisation both as an object of immediate consumption and as a form of investment for future.

Educational institutions are houses of knowledge and makers of human civilization and culture, helping the social, economic, educational and cultural growth of the communities which they serve. The student community is a vast reservoir of human energy waiting to be harnessed for useful purposes. Only they need opportunities which will capture and arrest their imagination, tap their power, unlock their talents and develop the potentials.

In 1948, Dr. Radhakrishnan Commission recommended the ideas of national service in the academic institutions on a voluntary basis with a view to developing healthy contacts between the

students and teachers on one hand and establishing a constructive linkage between the campus and the community on the other. The Deshmukh Committee (1959) suggested for compulsory service by youth including military training, social service, manual labour and general education. The Kothari Education Commission (1964 - 66) recommended that students at all stages of education should be associated with some form of social service. This was taken into account by the State Education Ministers during their Conference in April, 1967, and they recommended that at the University level, students could be permitted to join the National Cadet Corps which was already in existence on a voluntary basis and an alternative to this could be offered to them in the form of a new programme called National Service Scheme (NSS).

On September 24th, 1969, the then Union Minister Dr.V.K.R.V. Rao, launched the NSS programme in 37 universities. The scheme now extends to all the states and universities in the country. The scheme seeks to expose the students to the social realities. This exposure is sought to be achieved by providing students a wide range of opportunities to study the problems of society through practical experience and to understand the implications of efforts to tackle

them through enabling them make such efforts. "Education through Service" is the additional dimension the NSS imparts to the educational system (NSS Manual, Ministry of Human Resource Development, Department of Youth Affairs and Sports, 1987).

Avinashilingam Institute for Home Science and Higher Education for Women, established by Dr.T.S. Avinashilingam, Founder - President, the first Chancellor of the University, the major focus of education is three fold - Teaching, Research and Community Outreach Programme. The National Service Scheme of the Institute has a commendable record of service to the community by way of conducting many meaningful developmental programmes. With 17 NSS Units, involving 1795 students, the university is trying an innovative experiment of integrating NSS with undergraduate curriculum. This involved orientation of the teachers, planning the curriculum and practical and working out the modalities for evaluation of the performance of the students in NSS. This seems to be a great challenge.

The theory and practical components of the NSS were incorporated in the three years, that is six

semesters' programme for all the major subjects. The practicals envisaged were linked with the specific subject matter knowledge in NSS activities. The first year Bachelor Degree students would concentrate on the Mass Programme of Functional Literacy. For the second and third year students of the Bachelor Degree courses, the focal thrust is on 52 'Anganwadis' of the Integrated Child Development Services (ICDS) programme in the nearby Corporation areas. Two hours per week are allocated in the weekly time table for NSS. The days are staggered among the different classes throughout the week. During the course of three year period, celebration of National Days and Festivals, Day Camps and Special Training Camps would be assessed for the credit of the students.

To give research input for the NSS in the University, few aspects were taken up for the research studies. The investigator planned to study as one of the areas, the role of National Service Scheme in developing leadership qualities among the present student communities, hence this study.

The hypothesis for this study is that the activities under NSS will help in developing the leadership qualities among the university students. The objectives of the study include,

1. Eliciting background information of the volunteers
2. Identifying leadership potentialities in the volunteers
3. Organising suitable activities to develop leadership qualities among the volunteers and
4. Assessing the impact of the activities on the volunteers.

# Review of Literature

## II REVIEW OF LITERATURE

The review of literature pertaining to this study is discussed under the following headings:

- A. Youth and National Development
- B. Youth and Leadership
- C. Programmes for Student and Non-Student Youth
- D. Studies Related to National Service Scheme and the Youth

### A. YOUTH AND NATIONAL DEVELOPMENT

Youth is a person in heart, vibrating with zeal, drive, innovation and active at all times. The youth-year has been defined by the United Nations as the period between 15 and 25 years (Desai, 1985). Verma (1988) viewed that youth is a distinct age category between childhood and adulthood. Youth is a critical era of human life cycle, the internal experience of youth and the process that impinges upon the internal experience cannot be severed from the gamut of the social system.

According to Grewal (1989), youth is fullness of body and freshness of mind awaiting, soulful

inspiration for selfless services of the society, to surpass other heights and inner depths. Youth is a period of fast physical, emotional and intellectual changes and consequently a period of intense conflict. It is also a period in search of recognitions or identifications (Subbayyan, 1986).

Kumar (1985) stated that, development means humanization. The aim of the development is to make the poor more humane, to lift them out of degrading and dehumanizing economic oppressions, unemployment, ill-health, caste-problems, dowry system, superstitions, ignorance and to bring them back a chance to be fully humanbeing. This is the process of conscientization which enables people to analyse their own situations, understand their own alienation not only from others but among themselves.

The national consensus, today depends on growth, modernisation, self-reliance and social justice. Elimination of exploitation and creation of awareness, therefore, has to be given the topmost priority in any programme of development (Mahapatra, 1985). In order to ensure growth, modernisation, self-reliant economy and greater social justice, the youth should ensure the participation and involvement in developmental activities (Dutta, 1985).

Chowdhry (1988) stated that the youth should ensure their participation in the following fields like Community Development, Rural Development, Non-formal Education, Medical/Social work, Child Development and Child Welfare, Population Education, Sanitation Drive, Relief work and Consumerism, where the development of the nation can be ensured.

### **Youth and National Integration**

Youth should work very hard, putting their heart and soul, for maintaining India's unity and protecting our Independence. Youth have abundant energy - we have to channelise the energy towards national integration. It is the youth who can lead our nation in a peaceful path. The activity of the younger generation should aim at protecting the country. The youth should revolutionise a movement to promote peace for the entire human race (Natarajan, 1991).

The nation has announced Swami Vivekananda's Birthday, January 12th, as National Youth Day. Swami Vivekananda was the embodiment of the dynamism of Indian Youth. He puts into practice the education he had received from Sri. Ramakrishna, his master, for the service of humanity. He appealed to the youth to sacrifice themselves for the welfare of humanity (Devadas, 1987).

The national youth emblem of India is in black and has the profile of two onward looking young persons (male and female) within a circle. The emblem symbolises the urge in our youth for excellence, strength of character, determination, a will to surpass and yet a desire to work in union and with a spirit of co-operation (Natarajan, 1991).

The youth are the torch bearers carrying the message of peace and communal harmony. Even when small problems arise they can solve them peacefully, and the whole country relies upon the youth for creating a beautiful, harmonious and integrated India. The youth with their commitment, involvement and imbued spirit can promote integration (Subbulakshmi, 1991).

#### **B. YOUTH AND LEADERSHIP**

Youth are the growth points of a society, and are the future leaders. The progress of a society depends upon the utilization of their potential. Dynamic societies will rely mainly on the cooperation of youth (Lakshminarayana, 1985). The future of the country lies not in the old men who are wise, but in the young men who are ambitious. Youth must be organised towards

learning by doing and earning while learning.  
(Devadas, 1975).

"The youth of today are the builders of the nation of tomorrow" is an old saying but of immense significance for a country like ours. Because youth as citizen of tomorrow will have to guide the destiny of our country. The future of our country will depend on their abilities and versatility. It is the youth who can restore the country to its pristine glory (Gaikwad, 1989).

Leadership is defined as the role and status of one or more individuals in the structure and functioning of group organizations which enable these groups to meet a need or purpose, that can be achieved only through the co-operation of the members of the group (Reddy, 1987). Leader is a person who has been spontaneously considered, or chosen, as being influential in a specific situation or situations (Dahama and Bhatnagar, 1990).

Effective leadership can be defined as the pattern of inter-personal relations surrounding the head of hierarchy which produces achievement of the

objectives without increasing the behavioural problems to destructive levels. It is a pattern which can be learnt and which is determined by the individual's experience and perception of his role and the expectations of others (Rao, 1991).

### **Qualities of a Leader**

The position of a leader is more important than that of the other persons in a society. According to Chaube (1985) the main traits are, confidence, truth and sanctity, purposeful determination, capacity to face destructive elements, physical and nervous capacity, practical knowledge, friendship and affection, expression, enthusiasm, capability for taking quick decisions, wisdom and insight.

According to Hepple quoted by Reddy (1987), the desirable qualities or traits for effective leadership are physical fitness, mental ability, sense of purpose, social insight, communication, love for people, initiative, democracy, authority, decisiveness, enthusiasm, integrity or character, convictions and faith and teaching ability.

### **Need for Leadership Training**

There is a need for leadership training

programmes in educational institutions and voluntary organisations engaged in helping socially, economically and educationally backward sections of the Indian society today, than ever, due to the proposed youth policy by the Government of India (Rao, 1991). The fact that certain individuals have been selected as potential leaders may merely mean that these are the persons who are silently trusted and followed by other people in the locality. They may lack some of the essential attributes of leadership and may not be up-to-date in their knowledge and experience. Therefore to make the best use of them as leaders, they need to be given adequate training to improve their calibre, and develop their latent capacities for leadership (Reddy, 1987).

While selecting the student volunteers for training, their interests, likes and dislikes and socio-economic background are to be considered. Leadership training is a specialised activity. The programme contents and the resource persons should be such that they must be able to help blossom the leadership qualities hidden in the trainees. They should be thoroughly educated in the dynamics of human

behaviour, techniques of programme management, coordination with development departments, organisation of regular and special camping activities and planning and evaluation of programmes. Their field experience should leave an indelible mark on the trainees and inspire them to wage a war against exploitative forces and injustices (Rao, 1991).

### **C. PROGRAMMES FOR STUDENT AND NON-STUDENT YOUTH**

The youth programmes seeks to enable young people to improve their skills and personality for effective participation in the process of development and provide them opportunities to participate in the process of national development (India, 1991).

The programmes for the student youth include

1. National Service Scheme (NSS)
2. National Cadet Corps (NCC)
3. Scouts and Guides
4. National Service Volunteer Scheme (NSVS)

#### **1. National Service Scheme**

The aims and objectives of the NSS in general are:

1. to render services to community while undergoing instruction in an educational institution
2. to arouse the social consciousness among students
3. to provide them with an opportunity to work creatively and constructively with the communities around the educational campus and
4. to put the education they receive for the concrete social use, and specifically,
  - a. to work with and among the people
  - b. to engage in creative and constructive social action
  - c. to enhance knowledge of oneself and the community through confrontation with reality
  - d. to use the knowledge gained in classroom in a practical way for mitigation atleast some of the social problems
5. to gain skills in the exercise of democratic leadership and
6. to gain skills in programme development to be able to be self-employed.

#### **The Motto**

The motto of the National Service Scheme is "NOT ME BUT YOU". This expresses the essence of democratic

living and upholds the need for selfless service and appreciation of the other man's point of view and also to show consideration for fellow human beings. It emphasizes the welfare of an individual which is ultimately dependent on the welfare of the society as a whole. Therefore, it should be the aim of the NSS to demonstrate this motto in its day-to-day programme.

### **NSS Symbol**

The symbol of the National Service Scheme is based on the 'Rath' wheel of the Konark Sun Temple of Orissa. These giant wheels of the sun temple describe the cycle of creation, preservation and release, and signify the movement in life across time and space. The design of the symbol, a simplified form of the sunchariot wheel, primarily depicts movement. The wheel means the progressive cycle of life. It stands for continuity as well as change and implies on the part of the NSS for continuous striving forward for social transformation and upliftment.

### **NSS Badge**

The symbol of NSS is embossed on the NSS badge. The NSS volunteers wear it while undertaking various programme of community service. The Konark Wheel in

the symbol has eight bars which represents 24 hours of the day. Hence the badge reminds the wearer to be in readiness for service of the nation round the clock. The red colour in the badge portrays that NSS volunteers are full of blood, ie., lively, active and spirited. The navy blue colour signifies the cosmos of which the NSS is a tiny part ready to contribute its share for the welfare of the mankind.

### **Kinds of Programmes**

There are two types of programmes undertaken under National Service Scheme. These are:

1. Regular NSS Programmes - under which students undertake various activities in the adopted villages, college campuses and urban slums during week ends or after college hours.
2. Special Camping Programmes - under which camps of 10 days duration are organised in adopted villages or urban slums with some specific projects in hand and with the involvement of local community.

### **Aspects of NSS Programmes**

The NSS activities undertaken either under regular or special camping cover four aspects:

1. Institutional work: The students may be placed in selected welfare agencies outside the campus, to work as volunteers.
2. Institutional Projects: Improvement of campuses, construction of playfields, swimming pools etc.
3. Rural Projects: Eradication of illiteracy, minor irrigation works, agricultural operations, health and hygiene, sanitation, development of rural co-operatives, saving drives and construction of rural roads, etc.
4. Urban Projects: Adult education, welfare of slum dwellers, training in civil defence, setting up first-aid posts, hospital work, etc., (NSS Manual, Ministry of Human Resource Development, Department of Youth Affairs and Sports, 1987).

The programmes had achieved some remarkable success in mobilising student volunteers for several kinds of social service and earned reputation particularly in relief work during emergencies (Saraswathi, 1987).

## **The National Cadet Corps**

NCC was established in 1948 by an Act of Parliament and is the premier youth organisation in the country. Students of Universities, Colleges and schools can join in NCC on voluntary basis. It has a strength of approximately 11.2 lakh cadets (both boys and girls of Senior and Junior Divisions) drawn from schools and colleges all over the country. It aims at developing qualities such as leadership, character, comradeship, spirit of sportsmanship and the ideal of service among the youth through disciplined training which in a national emergency could stand them in good stead.

The NCC comprises three divisions, namely, Senior, Junior Divisions for Boys and a Girls Division. The senior and junior divisions are divided into Army, Navy and Air Wings. The girls division is divided into senior wing and junior wing for colleges and school going girls respectively. Adventure activities have now become an integral part of NCC training. Training courses include para-training courses, technical courses and administrative courses, civil defence courses, trekking, cycle expeditions, sailing expeditions, gliding and powered flying exercises. The

cadets participate in social service activities which include tree plantation, blood donation, anti-dowry campaign, eye donation pledges, visit to cheshire homes, slum clearance, village upliftment and adult literacy and anti-leprosy drive. Under youth exchange programmes, NCC cadets are given opportunities to visit foreign countries (India, 1991).

### **National Service Volunteer Scheme**

The National Service Volunteer Scheme (NSVS) which was launched from 1977 - 78, aims at providing opportunities to students who have completed their first degree to voluntarily involve themselves in nation building activities for a specific period on a whole time basis. The National Service Volunteer is to act as a community worker, who would participate in the programmes of development, initiate new programmes and gain insight into the problems and the processes of development and this would help in developing in him or her a sense of commitment for the service of the community and the nation. The NSVS seeks to provide youth avenues for doing creative and constructive work suited to their educational background and aptitude.

The graduates enrolled under the NSVS would undertake the following programmes:

- i. Non-formal education and adult literacy
- ii. Social surveys resulting in the development of action programmes of a medico-social survey for mapping the public health service, extensive and accessible to the villagers and the urban poor (Handbook on NSS, 1990)

### **Scouts and Guides**

Bharat Scouts and Guides is a National movement with International affiliation and it has been taken up on a large scale in India. In many respects they are similar to the NCC although their training is less vigorous. The main idea of scouts and guides is to promote physical, mental and spiritual development of the students for assuming leadership roles (Sangita, 1991).

### **Nehru Yuvak Kendra**

The National Advisory Board on Youth recommended taking up of a national programme for the non-student youth in December 1970. In 1972, on the occasion of the silver jubilee of Independence, the proposal of the Board was given shape and form. In November 1972, in eighty selected districts in states and union

territories in India, Nehru Yuvak Kendras (NYK) were established. At present there are nearly 230 active kendras in operation. NYK functions under the direct supervision of a youth co-ordinator at district level. In this work he is assisted by 3 - 10 National Service Volunteers (NSV Hand Book, 1991).

It is the first nation-wide scheme sponsored by central government to cater to the needs of the vast non-student population especially in rural areas and provide them the opportunities for learning and work. The activities originally proposed were merely non-formal education, vocational training service, sports and cultural activities (Saraswathi, 1987).

### **Yuvak Mandal**

Yuvak Mandals were initiated in 1950 along with Community Development Programme to mobilise the youth power for the development of villages. The main idea was to inculcate collective thinking and action among the rural youth. The Yuvak Mandal provides opportunity for the youth to develop their personality for assuming leadership role in various fields (Sangita, 1991).

The Yuvak Mandal is a training ground of today to become better farmers, better homemakers, better citizens and better leaders of tomorrow. This institution gives them an opportunity to earn while they learn. Yuvak Mandal is thus a device through which the young men and women are voluntarily brought into the mainstream of development (Handbook of NSS, 1990).

### **Training of Rural Youth for Self Employment**

Training of Rural Youth for Self Employment was launched on 15th August, 1979 with the principal objective of removal of unemployment in rural areas and providing self-employment to them. The objective of TRYSEM is to provide technical skills to rural youth from families below poverty line, to enable them to take up self-employment in the broad fields of agriculture and allied activities, industries, service and business activities. The target group comprises of rural youth between the age of 18 - 35 from families living below the poverty line.

TRYSEM is an important component of IRDP, meant to train rural youth, of families living below poverty line in suitable trades to acquire basic requisite

skills and entrepreneurship which may help in their self employment. During 1987 - 88, 17,190 youths were imparted training. Out of which 12,591 were provided with self/wage employment. (Kothari, 1991).

Apart from these programmes, Lions Clubs, Rotract Clubs and Junior Chamber Clubs also provide opportunities for both student and non-student youth to develop leadership qualities and give them a chance to exhibit their talents. Thus the various programmes for both student and non-student youth help them to develop their potentialities.

#### **D. STUDIES RELATED TO NATIONAL SERVICE SCHEME AND THE YOUTH**

There are not much studies done on this field. A few of them, collected for the purpose are given under this head.

Annathai Bala (1981) studied on the outcomes of the participation of college students in NSS. The study revealed that the volunteers' participation in NSS activities, was noteworthy; the service to the handicapped was generally favoured by a majority (78 per cent). The participation of the volunteers in both

the day and special camps was highly encouraging, bringing forth definite community assets. Besides, qualitative outcomes such as dignity of labour, skill at work, problem solving ability, co-operation, self-confidence, organising ability and service mindedness were reported as the impact of NSS on them. The NSS volunteers showed a general positive trend by possessing desirable attitudes towards community service, as reflected by their agreeing to the positive statements in the attitude scale used and their disagreeing to the negative statements. The volunteers with more years of exposure towards NSS, ranked better in their positive attitudes towards NSS, which can be attributed to their close association with development activities and also their maturity in identifying and solving the immediate national problems. The comparison of the leadership scores of the NSS volunteers with those of an equal number of randomly selected non-NSS students sounded an optimistic note on the great influence of NSS on acquisition of leadership qualities.

A study conducted by Kamaleswari (1981) on the influence of NSS on students was conducted in eleven

colleges in Coimbatore District. The study revealed that a variety of activities were undertaken based on the needs of the community and the inclination of the volunteers. There was positive correlation between the years of involvement in NSS and the number of accomplishment stated by the volunteers, which was statistically proved significant.

Narayanaswamy (1985) studied the impact of NSS on students, teachers and the community. A sample of 654 NSS volunteers from 65 colleges affiliated to Madurai Kamaraj University, 65 NSS programme officers of these colleges and 654 persons drawn from the villages adopted by the same colleges, constituted the sample for the study. The study revealed that the NSS had a good impact on them in developing interest in social service, leadership traits and other qualities and abilities needed for a responsible citizen of the nation. The NSS programme officers' evaluation of the impact of NSS on their students, also showed that the NSS activities had helped the volunteers in developing the qualities needed for an Indian Youth to serve the great nation. The qualities inculcated in them would also help in their service for the poor and needy in the future. Further more the NSS volunteers were very

active and good at work and the abilities imbibed by them had helped in the successful conduct of the NSS programme in their colleges.

Devi Govind (1986) studied the NSS in the Higher Secondary Schools in Tamil Nadu. The results confirmed that the contribution of NSS to the volunteers, programme officers, the school and community at large was noteworthy and commendable. The NSS has helped the volunteers to develop the spirit of service, discipline and team spirit and prepared them for better citizenship and leadership.

Thenmozhi (1986) conducted a study to find out the impact of NSS on college youth. The study revealed that the NSS volunteers had conceived the objectives of NSS in terms of developing the society and inculcating in themselves the spirit of serving the community. The routine activities undertaken in groups were tree plantation and manual work; conduct of medical camps was a significant activity. The major reasons for taking up projects as stated by the volunteers were to help the poor people in the community and raise the health status of the population. More than 50 per cent of the volunteers preferred gardening and hospital

service and about 50 per cent preferred to take up activities such as slum improvement, tree plantation, service to the handicapped and adult education.

Sylviavasthi (1988) had taken up the study on 'the participation of NSS volunteers in the 'Mass Literacy Programme' showed that seventy per cent of the volunteers joined MLP to eradicate illiteracy and thereby serve the nation. About 50 per cent of the learners expressed that MLP had helped to improve their knowledge about the society and it also helped them to change their attitudes towards the changing society.

A study of an NSS camp at Chitapur, by Uplaonkar (1991), revealed that the youth, given the necessary orientation, were capable of imbibing the values of independence, service mindedness and community living. During the camp the volunteers learnt the art of speech-making, discussion, meetings and presentation of reports through group discussion. The camp also helped youth to solve their problems by themselves and made a great impact on the volunteers in inculcating dignity of labour, a desire for social service and love for ecological balance. The project gave them an opportunity to test their abilities of tackling and solving social issues (Social Welfare, 1991).

# Methodology

### III METHODOLOGY

The methodology for the study on "Developing Leadership among University Students through National Service Scheme" includes the following heads:

- A. Planning the Programme
- B. Implementing the Programme and
- C. Evaluating the Programme

#### A. PLANNING THE PROGRAMME

The planning of the programme includes,

1. Selection of the Area
2. Selection of the Sample
3. Selection of the Method and
4. Construction of the Plan of Work

##### 1. Selection of the Area

The area selected for the study was Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore. The reason for the selection being that the investigator was attached to this institute for her higher education and the NSS programme was in need of such a research study.

## **2. Selection of the Sample**

A sample is the reflection of the universe and bears all the characteristics of the universe (Verma, 1989). A random sample is a sample selected in such a way that every item in the population has an equal chance of being included (Harper, 1988).

Avinashilingam Institute for Home Science and Higher Education for Women has 17 NSS units, each unit consists of about 100 students. The investigator had randomly selected one unit from each of the three faculties for the study. All the three faculties were purposively included for the study to have representation of Home Science, Science and Humanities. Each unit had ten group leaders; all the 30 leaders from the three units were included as the sample for the study.

## **3. Selection of the Method**

A questionnaire is a list of questions sent to a number of persons for them to answer. It secures standardised results that can be tabulated and treated statistically (Bogardus, 1982). A questionnaire was constructed to assess the

leadership qualities of the volunteers (Appendix I) before and after the programme.

The score card is an elaborate form of rating scale in which items are always evaluated, usually in numerical terms. Sometimes the two terms, score card and rating scale are used interchangeably (Aggarwal, 1975). The investigator evolved certain criteria (Appendix II) to assess the leadership qualities of the group leaders in various activities with reference to the studies conducted by Soundravalli (1974) and Aleyamma (1975). The criteria included punctuality, enthusiasm, friendliness, adjustability, sincerity, understanding, responsibility, optimism, assertiveness, self confidence, regularity, willingness, guidance, honesty, co-operation, initiative, broad-mindedness, simplicity, service-mindedness, sympathy, sociability, organising ability, patience, selflessness, and obedience. The scores were given based on the observations to the group leaders by the investigator, during the implementation of the activities. The data are analysed and discussed in Chapter IV.

#### **4. Construction of the Plan of Work**

A plan of work is an outline of activities so arranged as to enable efficient execution of the entire

programme. It answers the questions how, when, where, by whom the work is to be done (Reddy, 1987). A plan of work was prepared for the regular and special activities of NSS. A consolidated picture of the activities is given in Table I.

The NSS of Avinashilingam Deemed University planned general activities such as Leadership Training Programme, Environmental Awareness Camp, Blood Donation Camp and starting of Sankara Youth Wing. Apart from these activities, the NSS units prepared detailed plans for the whole year (Appendix III). The investigator was with the units in planning as well as implementing the activities.

#### **B. IMPLEMENTING THE PROGRAMME**

The main aim of the National Service Scheme 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 NSS of Avinashilingam Deemed University exposed to students to several environments, inculcating in them the spirit of service and the practical ability to any adverse situation. It was to channelise the youth power to a national cause.

TABLE I  
CONSOLIDATED PLAN OF WORK

S.No	Objective	Activity	Methods/Aids	Beneficiaries	Personnel Involved
1	Organising activities to improve the knowledge, skill, attitude and behaviour of children	Teaching-alphabets, rhymes, story telling	Teaching with charts, models	Children	NSS Volunteers
		Organising group games and sports	Group play	Children	NSS volunteers and Programme officers
		Inculcating proper eating habits and toilet habits	Group discussion with charts	Children	NSS Volunteers
		Teaching physical exercise	Play Method	Children	NSS Volunteers
		Teaching numbers, colours, size, shape birds, fruits, animals, flowers, vegetables	Teaching with models	Children	NSS Volunteers
		Conducting basic science experiments	Demonstration with soap, box	Children	NSS Volunteers with Programme Officers

S.NO	Objective	Activity	Methods/Aids	Beneficiaries	Personnel Involved
		Noon meal supervision	Individual Method	Children	NSS volunteer -75
		Educating on the importance of National Integration	Lecture with charts	Children	NSS Volunteer -75
2	Improving the status of the Anganwadi	Construction of toilet and water tub	Group method with mud, cement, brick and basin	Anganwadi	NSS Volunteers helped the ma -Som
		White washing the walls and black board painting	Group method with white cement, brush, paint	Anganwadi	NSS Volunteer
		Repairing the floor	Group method with cement and brick	Anganwadi	NSS Volunteer
		Fencing and kitchen gardening	Group method with mud, seeds	Anganwadi	NSS Volunteer
		Arranging with the corporation to get water connection to the Anganwadi	Group Method	Anganwadi	Programme Officers with the help of Coimbatore Corporation and NSS Volunteer
		Tree Planting	Group Method with saplings	Anganwadi	NSS Volunteer Programme Officers and local youth

S.No	Objectives	Activity	Methods/Aids	Beneficiaries	Personnel Involved
		Preparation of charts and posters	Individual method with charts, paper and pencil	Anganwadi	NSS Volunteers
		Preparation of play things	Group method for preparing dolls, puzzles, models	Anganwadi	NSS Volunteers
		Cleaning campaign	Mass cleaning with broom	Anganwadi	NSS Volunteers with Ayas
3	Motivating the community for participation in the Anganwadi programme	Film show on small family norm, drug addiction, women's welfare, consumer consciousness, mass literacy programme and girl child	Mass method with projector, screen	Whole community	Tamil Nadu Field Publicity officials
		Survey on consumer awareness	Home visit; schedule	Whole community	NSS Volunteers
		Cultural programme on mass literacy programme health and hygiene	Dramatisation, group song and mime show	Whole community	NSS Volunteers with Programme Officers

S.No	Objective	Activity	Methods/Aids	Beneficiaries	Personnel Involved
		Exhibition on cleanliness, mass literacy programme, great leaders of India, health and hygiene, girl child and AIDS	Exhibition	Whole community	NSS Volunteers
		Role play on nutrition education	Mass method enacted by children	Whole community	NSS Volunteers, Programme Officers and Children
		Survey on literacy-Arivoli Iyakkam	Individual contact, schedule form	Whole community	NSS Volunteers
4	Organising Health Education Programme for the community	Medical check-up	Group contact	Whole community	Medical Officer
		Taking height and weight	Individual contact with inch tape and weighing machine	Children	NSS Volunteers
		Distribution of free medicines	Group contact with medicines	Whole community	Medical Officer with Programme Officers

S.No	Objective	Activity	Methods/Aids	Beneficiaries	Personnel Involved
		Immunization and Polio drops	Group contact with Polio drops	Children	Kovai Health centre
		Eye check-up	Group Contact	Children	Sankara Eye Society
5	Conducting Mothers' education	Educating on better hygienic practices	Lecture with charts, posters	Mothers of Anganwadi children	Programme officer and NSS Volunteers
		Imparting knowledge on environment and sanitation	Discussion method with charts	Mothers of Anganwadi children	NSS Volunteers with Programme Office
		Demonstration of low cost toys	Demonstration of wollen doll and wire bag making	Mothers of Anganwadi Children	NSS Volunteers
		Demonstration of low cost recipes	Demonstration	Mothers of Anganwadi Children	U.S. Wheat Assoc of Avinashilinga Deemed University
		Mothers' day celebration -importance of mothers in the family	Lecture with charts and posters	Mothers of Anganwadi Children	Programme Office and NSS Volunteers
		Emphasising safe drinking water	Discussion	Mothers of Anganwadi children	NSS Volunteers

S.No	Objective	Activity	Methods/Aids	Beneficiaries	Personnel Involve
6	Educating the Children and Mothers on the importance of National Days	Gandhi Jayanthi Celebration	Group Discussion	Children and Mothers	NSS Volunteers/ Programme Officers and local youth
		Celebration of Saraswathi Pooja	Discussion with Poster	Children and Mothers	NSS Volunteers and Programme Officers
		Celebration of Christmas	Lecture with charts	Children	NSS Volunteers
		Teacher's day celebration - importance of teacher's day	Discussion with charts	Children	NSS Volunteers
		Celebration of Pongal -importance of celebrating pongal	Discussion and Preparation of Pongal	Children	NSS Volunteers with Anganwadi Workers
7	Eradication of illiteracy	Mass Literacy Programme	Individual contact	Women and young girls	NSS Volunteers

## GENERAL ACTIVITIES

The NSS of Avinashilingam Institute for Home Science and Higher Education for Women organised selected activities which might help in the allround development of the students. They are discussed below:

### LEADERSHIP TRAINING PROGRAMME

The National Service Scheme of Avinashilingam Deemed University organised a Leadership Training Programme from 20th to 25th July, 1992. Forty student volunteers from the 17 NSS units participated in this programme. The objectives of the Leadership Training Programme were to:

1. Orient the volunteers to participate in leadership training.
2. Instill leadership traits among the participants and
3. Assess the effects of the programme on the volunteers

The volunteers were taught on the topics such as role of youth in national development, leadership qualities and individual development. The effect of the training on the participants was studied using a questionnaire (Appendix IV).

## ENVIRONMENTAL AWARENESS CAMP

The environmental awareness camp was conducted for three days from 15th to 17th August, 1992. Two volunteers from each of 17 NSS units were selected as the participants of the camp. The objectives of this camp were to:

- assess the knowledge of the participants about environmental problems
- impart knowledge on environmental problems and solutions to overcome the problems
- encourage volunteers to conduct essential follow up activities within the campus and to their respective work areas
- evaluate the extent of information gained by the participants from the camp.

During the camp, lectures were given by the experts on environmental quality, pollution and protection, the need for environmental education, causes of pollution, Government policies and programmes on environmental issues, role of Tamil Nadu Pollution Control Board in environmental protection and ideas for follow-up activities.

A questionnaire (Appendix V) was administered to the volunteers before and after the camp, the responses are given in Chapter IV.

#### BLOOD DONATION CAMP

The NSS units of Avinashilingam Deemed University observed the 'Sadhbhavana Divas' on the 20th August, 1992 which was the birth anniversary of late Shri Rajiv Gandhi. In connection with that, a blood donation camp was organised under the presidentship of Padmashri Dr. Rajammal P. Devadas, where 25 volunteers donated their blood to the blood bank of Coimbatore Medical College. A Blood Donors' club was inaugurated and 120 donors became the members of the club.

#### SANKARA YOUTH WING

Sankara Youth Wing is affiliated to Sri Kanchi Kamakoti Medical Trust, Coimbatore. It has its objectives as

- to consolidate and direct the Youth Force into constructive humanitarian projects, thereby helping them to develop self-discipline, integrity, religious faith, tolerance, national outlook and a sense of commitment to the society.
- to mould the overall personality of the youngsters, so that they get the confidence, courage and convictions to face the future.

- to promote friendship and fellowship amongst the youth in order to involve them in community service.

Understanding the intensity of the objectives, 40 volunteers of NSS enrolled themselves as the members of the Sankara Youth Wing. In groups, the volunteers participated in the Sunday Eye Camps organised by the Medical Trust.

#### REGULAR ACTIVITIES

##### Activities in the Anganwadis

The volunteers in each unit visited the Anganwadis two hours a week. The children were taught alphabets - both Tamil and English, songs, stories, numbers, concepts of shape, size and colours, life histories of great leaders and also conducted cultural as well as educational activities like games, physical exercises and competitions.

##### Gardening

As Kothari Commission (1964 - 66) pointed out, undertaking gardening would contribute to the increase of a national productivity. Therefore, gardening in the anganwadi centres was greatly stressed. The vegetable gardens were started in the Gandhi Nagar anganwadi

centres (173 and 193) , Venkitapuram centres (82,187,188 and 189) and Rathna Sabapathy Puram centres (132 and 147) mainly with greens, utilising all the possibilities of food production even in a limited area (Figure 1). The volunteers guided the anganwadi workers to plant more vegetables and maintain the garden by properly weeding and manuring.

#### Medical Camps

Three medical camps were organised in the selected anganwadi centres of Ramalingam Colony (162 and 163), Venkitapuram (82, 187, 188 and 189) and R.S.Puram (132 and 147). The programme was beneficial not only for the children, but also for the people in the community around the anganwadi centres (Figure 2). Medicines were distributed to the beneficiaries. The volunteers undertook anthropometric measurements to assess the health status of children.

#### Demonstration of Low-cost Nutritious Recipes

With the help of U.S. Wheat Associates from Avinashilingam Deemed University a demonstration of nutritious lowcost recipes was organised and education was given on the importance of wheat in our daily life. Twenty mothers attended the training and learnt the recipes.



FIG I  
STUDENTS AT WORK IN ANGANWADI GARDENING



FIG 2  
MEDICAL CAMP IN PROGRESS AT CENTRE NO:132

### Film Show

A film show on small family norms, drug addiction, women's welfare and consumer consciousness was arranged with the help of Field Publicity Officials in Coimbatore. The whole community benefited out of the film show.

### Cleanliness Campaign

The NSS volunteers cleaned the Anganwadi centres (82, 132, 147, 162, 163, 187, 188 and 189) and the surroundings and also the temple at Ramalingam colony, with the participation of the community.

### Tree Planting

The student volunteers and the local youth, with the participation of local leaders, had organised a campaign on 'tree planting'. Saplings were planted near the Anganwadi centres, wherever there was space, and in the community, on the roadsides (Figure 3). The local youth were made responsible for the plants in the community and Anganwadi teachers responsible for the saplings planted in the anganwadi areas.

### Construction of Toilet and Water tub

The programme officers and volunteers of Unit Number



FIG 3  
TREE PLANTING IN PROGRESS



FIG 4  
CONSTRUCTION OF TOILET FOR ANGANWADI

XVII constructed a toilet and a water tub for anganwadi centres 132 and 147 (Figure 4). The construction work was completed during the special camp; 60 children benefited from this activity. The cost of construction work was contributed by the community and volunteers gave their manual labour for the construction.

#### White washing and Black Board Painting

The volunteers white washed the walls and painted the black board in the anganwadi centres 132 and 147 (Figures 5). The community also participated with cash and kind.

#### Eye Check-up

The children of anganwadi centres 132 and 147 were taken on a field trip to Sankara Eye Society. A free checkup was given to 20 children (Figure 6).

#### Mass Programme of Functional Literacy

In order to achieve hundred per cent literacy, the NSS volunteers conducted Mass Literacy Programme. They started with a bench mark survey in their adopted areas to find out the number of illiterates. Each volunteers located two illiterates and taught them alphabets and



FIG 5

VOLUNTEERS WHITE WASH THE WALLS OF ANGANWADI



FIG 6

EYE CHECK UP FOR ANGANWADI CHILDREN

numericals and education programmes were organised based on the needs of the people.

### **C. EVALUATING THE PROGRAMME**

Evaluation in its broadest sense means judging the value of something (Reddy, 1987). Evaluation is the process of conceiving, obtaining and communicating information for the guidance of decision making with regard to a specified programme (Donald, 1975). The results of the evaluation are discussed in Chapter IV.

## Results and Discussion

## IV RESULTS AND DISCUSSION

The results of the study are discussed under the following heads:

- A. Background Information of the Sample
- B. Leadership Potentialities of the Sample and
- C. Evaluation of the Activities.

### A. BACKGROUND INFORMATION OF THE SAMPLE

It encompasses the following:

- 1. Agewise distribution of the sample
- 2. Order of birth
- 3. Place of living
- 4. Leadership positions held and
- 5. Family income

#### 1. Agewise distribution of the sample

Table II gives the agewise distribution of the sample.

**TABLE II**  
**AGEWISE DISTRIBUTION OF THE SAMPLE**

S.No	Age (in years)	Percentage of volunteers (n:354)	Percentage of leaders (n:30)
1	17	8	3
2	18	34	33
3	19	42	30
4	20	15	27
5	21	1	7

Majority of the selected sample (63 - 76 per cent) were in the age group of 18- 19 years. About 34 per cent of the leaders were distributed in the age group of 20 - 21 years, whereas only 16 per cent of the volunteers were in that age group, which shows that most of the leaders were elders.

## 2. Order of birth

Table III shows the order of birth of the sample.

**TABLE III**  
**ORDER OF BIRTH**

S.No	Order of birth	Percentage of volunteers (n:354)	Percentage of leaders (n:30)
1	First	38	43
2	Middle	25	20
3	Last	31	27
4	Only child	6	10

Out of 354 volunteers, 38 per cent were born first, 31 per cent born last, 25 per cent born in the middle and only six per cent of them were the 'only child' to their parents.

Among the selected leaders, 43 per cent were born first, 27 per cent born last, 20 per cent born in the middle and ten per cent were the 'only child' to their parents.

### 3. Place of Living

Among the 354 volunteers, only 23 per cent were in the hostel, rest of seventy seven per cent were dayscholars. Among the leaders, only 17 per cent were in the hostel.

#### 4. Leadership positions held

Among the total sample (354), 81 of them were holding leadership positions of one kind or the other, either at the school level or at the college level. The details of the positions are given in Table IV.

**TABLE IV**  
**LEADERSHIP POSITIONS HELD BY THE VOLUNTEERS**

S.No	Positions	Percentage of Volunteers (n:81)	
		School level	College level
1	Class Leader	50.6	9.8
2	Group Leader	11.1	41.9
3	Secretary	-	13.2
4	School Pupil Leader	7.4	-
5	Sports Captain	4.9	-
6	Sports Vice Captain	-	2.46
7	Assistant School Pupil Leader	1.2	-
8	Chairman	-	1.2
9	Leader of Cultural Group	1.2	-
10	Literary Association Leader	1.2	-
11	Rotract Club Leader	-	1.2
12	PTA Fund Leader	-	1.2

Majority of the volunteers (51 per cent) had the experience as class leaders in schools and 42 per cent of

the volunteers were holding leadership positions as group leaders at the college level.

Among the 354 volunteers of three NSS units, 30 were the leaders of ten groups. The details of positions held by the leaders, earlier to the present group leadership positions, are given in Table V.

**TABLE V**  
**LEADERSHIP POSITIONS HELD BY THE GROUP LEADERS**

S.No	Positions	Percentage of leaders (n:30)	
		School level	College level
1	Class Leader	30	9.9
2	Secretary	-	13.2
3	Group Leader	6.6	-
4	School Pupil Leader	3.3	-
5	PTA Fund Leader	3.3	-
6	Literary Association Leader	3.3	-
7	House Leader in Sports	3.3	-

Out of 30 leaders, 30 per cent had the experience as class leaders in their schools and 9.9 per cent at the college level; 6.6 per cent leaders also had an experience as a group leader at the school level.

## 5. Family Income

Table VI picturises the incomewise distribution of the families of the sample:

**TABLE VI**  
**FAMILY INCOME**

S.No	Monthly Income* range in Rs.	Percentage of volunteers (n:354)	Percentage of leaders (n:30)
1	0 - 1200	23	13
2	1201 - 5000	70	77
3	5001 and above	7	10

\*[HUDCO, 1987]

A majority of the volunteers as well as the leaders (70 - 77 per cent) belonged to the middle income group. About 13 - 23 per cent were having below Rs.1200 per month as their family income.

Table VII shows the relationship between income and leadership positions held by the leaders

**TABLE VII**  
**INCOME Vs LEADERSHIP POSITION HELD BY THE LEADERS**

S.No	Leadership position	Percentage stating in the monthly income range(inRs) (n:30)		
		0-1200	1201-5000	5000 and above
1	Class Leader	10	26.6	3.3
2	Secretary	3.3	6.6	3.3
3	Group Leader	-	3.3	3.3.
4	PTA Fund Leader	-	3.3	-
5	Literary Association Leader	-	3.3	-
6	House Leader in Sports	-	-	3.3
7	School Pupil Leader	3.3	-	-

It is clear from the above table that there is a relation between the family income of the leaders and the leadership positions held by them. The majority of the leaders (27 per cent) who occupied leadership positions, belonged to the middle income group.

## B. LEADERSHIP POTENTIALITIES OF THE SAMPLE

The leadership potentialities of the volunteers were studied, by administering a schedule before and after the implementation of the plan of work, are discussed as below:

1. Organising the volunteers into groups
2. Participation in social service activities
3. Planning and implementing the programme and
4. Personality development

### 1. ORGANISING THE VOLUNTEERS INTO GROUPS

Table VIII reveals the opinion of the volunteers regarding their capacity to organise the members into groups.

**TABLE VIII**  
**ABILITY TO ORGANISE THE VOLUNTEERS INTO GROUPS**

S.No	Aspects	Percentage of volunteers stating (n:354)	
		Before	After
1.	Like to get the co-operation of all the members in the NSS unit	100	100
2	Abide by the rules and regulations putforth for the group	100	100
3	Able to delegate responsibilities to others	95.5	100
4	Make the volunteers listen to the instructions in carryingout NSS activities	95.5	100
5	Value the suggestions of others	87	100
6	Understand the problems of the group	82.5	87

It was very encouraging to note that almost all the volunteers responded positively, that they had the capacity to organise the volunteers into groups for performing any activity.

## 2. PARTICIPATION IN SOCIAL SERVICE ACTIVITIES

Table IX gives the leadership potentialities of the volunteers in the form of their positive attitude towards social service.

**TABLE IX**

### **INTEREST IN SOCIAL SERVICE ACTIVITIES**

S.No	Aspects	Percentage of volunteers stating (n:354)	
		Before	After
1	Willing to participate in NSS activities	100	100
2	Interested in eradicating the illiteracy of the people	100	100
3	Interested in studying the problems of the people	100	100
4	Willing to share the responsibilities of others	97.5	100
5	Like to share the burden of others	97.5	100
6	Ready to help the needy people	97.5	100
7	Like to serve the children/people in the area of work	97.4	100
8	Willing to spare time for others	97.5	100

The table shows the willingness of the volunteers to participate in the social service activities such as studying the problems of the poor in the community, helping people to understand their needs and resources to fulfil their needs and conducting literacy classes to the illiterates. All the volunteers had developed positive attitude towards social service, which is an impact of the National Service Scheme Programme.

### 3. Planning and Implementing the Programme

Table X presents the views of students regarding their ability to plan and implement the programmes by themselves.

**TABLE X**  
**PLANNING AND IMPLEMENTING THE PROGRAMME**

S.No	Aspects	Percentage of Volunteers stating (n:354)	
		Before	After
1	Like to respect the feelings of the group members	97	100
2	Able to motivate people to do work	95	100
3	Preplan the activities	95	100
4	Able to arrange a function in the area of work	95	100
5	Like to seek the help of others in doing a task	92	93.3
6	Like to establish contact with local leaders	87	93
7	Able to mobilise resources for the NSS Project	87	93

The above table explains the ability of the volunteers and their willingness in planning and

implementing the programme. The ability of a good leader is to bring out the potentialities of each member of their group and hence to share and get the work done.

#### 4. PERSONALITY DEVELOPMENT

One of the major objectives of NSS is personality development of the volunteers. The views of the volunteers regarding their possession of certain qualities contributing towards personality development, as expressed by them before and after the programme, are given in Table XI.

**TABLE XI**  
**DEVELOPMENT OF INDIVIDUAL PERSONALITY**

S.No	Aspects	Percentage of volunteers stating (n:354)	
		Before	After
1	Ready to rectify errors	100	100
2	Ready to adjust with changing situation	100	100
3	Like to share and solve the problems of others	100	100
4	Able to express the ideas to others	100	100

S.No	Aspects	Percentage of Volunteers stating (n:354)	
		Before	After
5	Able to complete the activity with firmness	100	100
6	Confident in the completion of assigned NSS work	100	100
7	Like to set a good example for others	100	100
8	Like to move with others closely and make friends	100	100
9	Accept the shortcomings in the work	97.5	100
10	Prepared to emulate good examples from others	95	100
11	Punctual in the habits	95	100
12	Willing to become a leader	92.5	100
13	Value the customs of the society/nation	92	93.3
14	Want to be scientific in extension work	92	93.3
15	Want to be the NSS unit leader	92	93.3
16	Like to take part in University/community function	90	93.3
17	Prepared to discuss with other open heartedly	90	93.3
18	Ability to address a public meeting	70	73.3

The table reveals that out of the selected volunteers, almost all the volunteers developed confidence. The volunteers need to be given exposures to address the public meetings during the NSS programme.

### C. EVALUATION OF THE ACTIVITIES

#### 1. LEADERSHIP TRAINING

Table XII gives the evaluation of the leadership training programme organised for the selected NSS volunteers.

**TABLE XII**  
**OUTCOMES OF LEADERSHIP TRAINING PROGRAMME**

S.No	Objectives of the training	Percentage of respondents stating (n:30)	
		Extent of Fulfilment Fully	Partially
1.	Becoming aware of the activities of NSS	100	-
2.	Respecting the feelings and views of the members of the unit	100	-
3.	Getting to know the responsibilities and qualities of a good leader	100	-
4.	Acquiring self confidence	92.5	7.5
5.	Understanding the needs of the group members and sparing time for extra work	90	10

S.No	Objectives of the training	Percentage of respondents stating (n:30)	
		Extent of Fully	Fulfilment Partially
6.	Becoming sociable in the group	82.5	17.5
7.	Learning to motivate fellow students for serving the poor	80	20
8.	Developing ability to make decisions	75	25
9	Acquiring ability to plan the NSS activities of the unit	70	30
10	Learning communication skills	70	30

Three out of ten objectives were fulfilled for all the participants, which had helped them to understand the details of NSS, functioning of the unit and the responsibilities and qualities of a good leader.

After training, only 30 per cent could not feel confident about planning the programme and communicating the information to other fellow members; 25 per cent were unable to make independent decisions, 20 per cent could not feel confident about motivating the fellow students, 17.5 per cent did not get the confidence to

become sociable with the group, 10 per cent were not able to give extra time for community service, and about 7.5 per cent could not get self-confidence.

## 2. ENVIRONMENTAL AWARENESS CAMP

Evaluation of the participants of the Environmental Awareness Camp revealed the following points:

- a. Seventy five per cent of the participants were living in their own houses in the urban area. The common problems faced by the participants were accumulation of garbage in the nearby surroundings, improper drainage, lack of water supply and poor sanitation.
- b. Only eight per cent of the participants had a knowledge of the nationwide environmental problems like depletion of the ozone layer and global warming. After the camp, all the participants had obtained knowledge about the nationwide environmental problems.
- c. The major causes attributed for the environmental problems mentioned by the participants before the camp was less, that is, only six per cent. After the education given by the experts, all the

participants became aware of the environmental problems.

- d. Before the camp, only 46 per cent of the participants were aware of the government programmes like social forestry, wild life preservation, family planning and rural development programmes which help to improve environmental sanitation. After the camp all became aware of the various Government Programmes and policies and their field of action to protect and preserve our environment.

### 3. DEVELOPMENT OF LEADERSHIP QUALITIES OF THE LEADERS

Table XIII shows the difference in the percentage scores for leadership qualities obtained by the leaders for the first and last activity.

TABLE XIII

**AVERAGE PERCENTAGE SCORES OF LEADERS FOR THEIR  
INITIAL AND FINAL ACTIVITY**

S.No	Criteria	Average Percentage Scores of Leaders		Difference in percentage scores
		Initial activity	Final activity	
1.	Punctuality	85.3	99.3	+ 14
2.	Obedience	84.0	98.6	+ 14.6
3.	Regularity	78.6	88.6	+ 10
4.	Enthusiasm	77.3	92.6	+ 15.3
5.	Friendliness	76.6	84.6	+ 8
6.	Simplicity	76.6	84.0	+ 7.4
7.	Honesty	76.6	82.6	+ 6
8.	Co-operation	76.0	89.3	+ 13.3
9.	Initiative	76.0	86.6	+ 10.6
10.	Adjustability	76.0	84.6	+ 8.6
11.	Patience	76.0	84.0	+ 8.0
12.	Selflessness	76.0	82	+ 6.0
13.	Sincerity	75.3	88	+ 12.7
14.	Self-confidence	75.3	85.3	+ 10.0
15.	Service mindedness	75.3	82.6	+ 7.3

S.No	Criteria	Average percentage scores of leaders		Difference in percentage scores
		Initial Activity	Final Activity	
16.	Willingness	74.6	92.6	+ 18.0
17.	Broadmindedness	74.6	82.0	+ 7.4
18.	Understanding	74.0	87.8	+ 13.8
19.	Responsibility	73.3	84.0	+ 10.7
20.	Sociability	73.3	80.6	+ 7.3
21.	Sympathy	73.3	80.6	+ 7.3
22.	Guidance	72.0	84.0	+ 12.0
23.	Assertiveness	69.3	82.6	+ 13.3
24.	Optimism	68.0	81.3	+ 13.3
25.	Organising ability	64.6	82.0	+ 17.4

It is heartening to note that all the leaders had obtained increased scores in their leadership qualities. The qualities such as punctuality, obedience, enthusiasm, willingness to participate in social service

## AVERAGE PERCENTAGE SCORES OF LEADERS FOR THEIR INITIAL AND FINAL ACTIVITY

SL. CRITERIA

NO

---

1. PUNCTUALITY
2. OBEDIENCE
3. REGULARITY
4. ENTHUSIASM
5. FRIENDLINESS
6. SIMPLICITY
7. HONESTY
8. CO-OPERATION
9. INITIATIVE
10. ADJUSTABILITY
11. PATIENCE
12. SELFLESSNESS
13. SINCERITY
14. SELF-CONFIDENCE
15. SERVICE MINDEDNESS
16. WILLINGNESS
17. BROADMINDEDNESS
18. UNDERSTANDING
19. RESPONSIBILITY
20. SOCIABILITY
21. SYMPATHY
22. GUIDANCE
23. ASSERTIVENESS
24. OPTIMISM
25. ORGANISING ABILITY

# AVERAGE PERCENTAGE SCORES OF LEADERS FOR THEIR INITIAL AND FINAL ACTIVITY

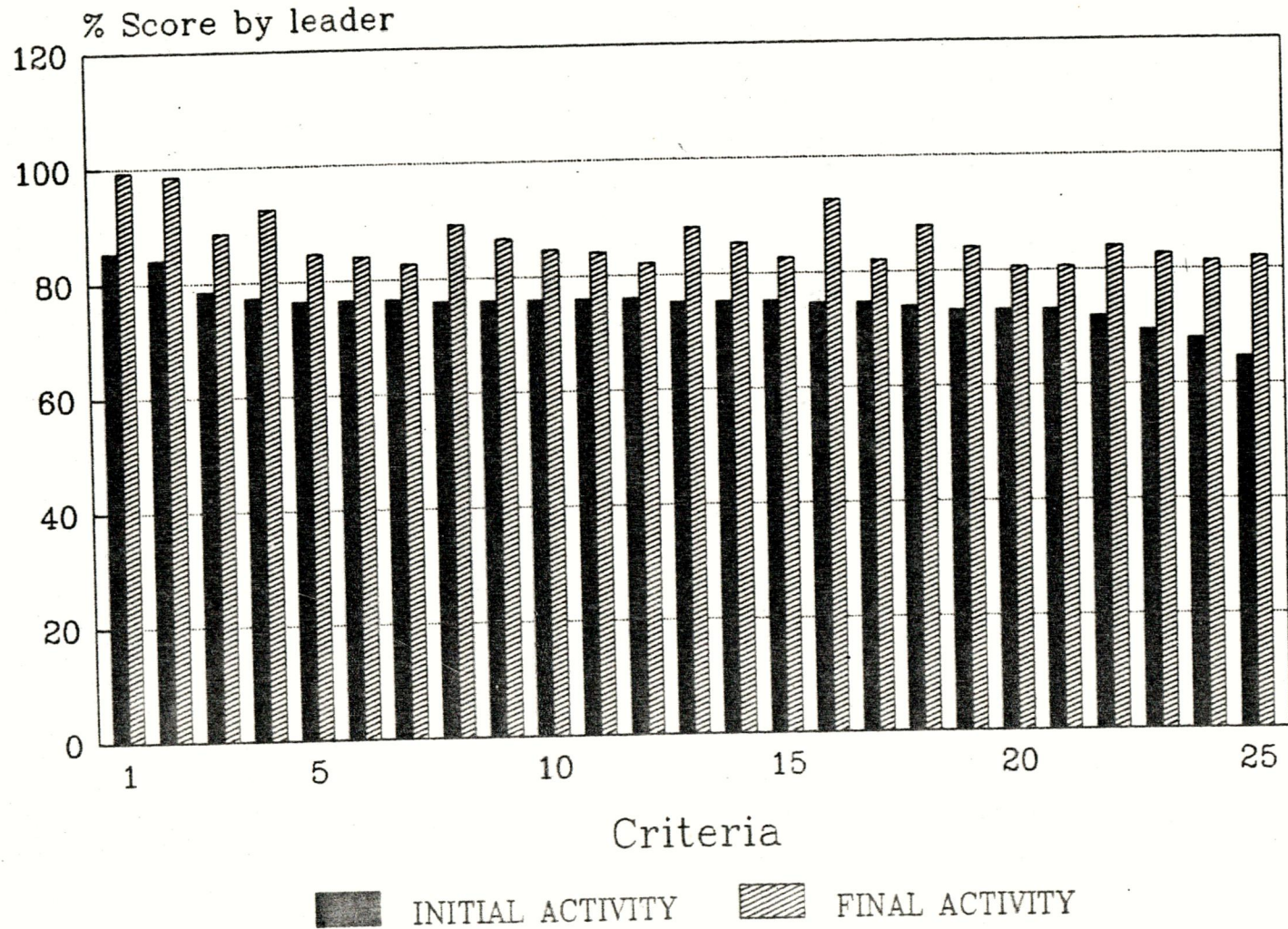


FIG 7

activities, optimism, assertiveness and organising ability had a significant increase, due to the execution of the plan of action (Fig,7).

4. RELATIONSHIP BETWEEN THE INCOME OF THE FAMILIES OF THE LEADERS AND PERCENTAGE SCORES OBTAINED BY THE LEADERS

Table XIV gives relationship between the income of the families of the leaders and average percentage scores obtained by the leaders.

**TABLE XIV**  
**INCOME OF THE FAMILIES OF THE LEADERS Vs AVERAGE PERCENTAGE SCORES OBTAINED BY THE LEADERS**

S.No	Monthly Income (in Rs)	Average percentage scores obtained by the leaders (n:30)		
		below 75	76 - 85	86 - 95
1	0 - 1200	3	10	-
2	1201 - 5000	7	63	7
3	5001 and above	-	10	-

From the above table, it is clear that the leaders belonging to middle income families had obtained higher

## FAMILY INCOME VS AVERAGE PERCENTAGE SCORES OBTAINED BY THE LEADERS

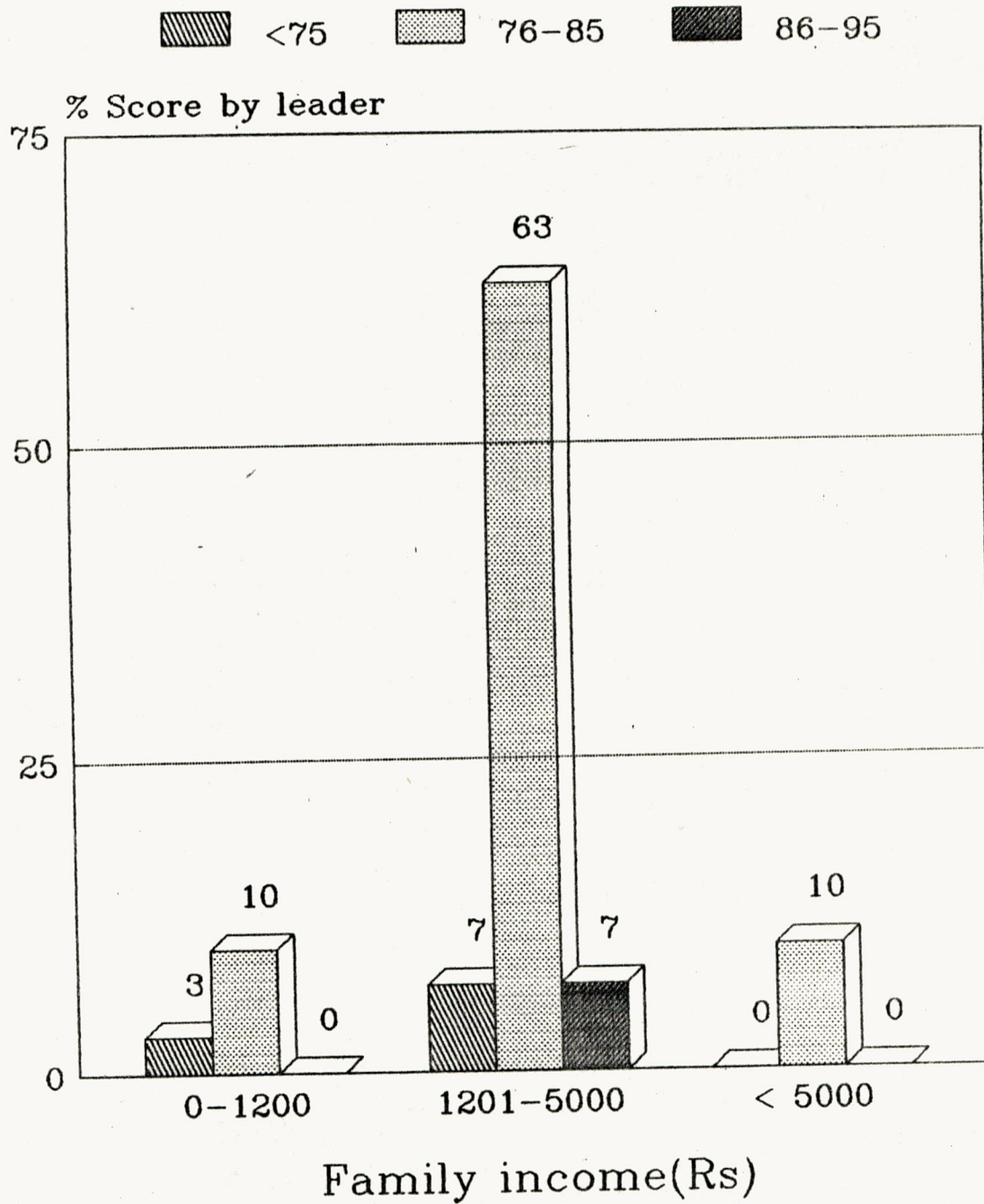


FIG 8

scores; 63 per cent of leaders had average percentage scores in the range of 76 - 85 (Fig 8).

5. RELATIONSHIP BETWEEN ORDER OF BIRTH OF THE LEADERS AND AVERAGE PERCENTAGE SCORES OBTAINED BY THE LEADERS

The relationship between order of birth and average percentage scores obtained by the leaders is given in Table XV.

**TABLE XV**  
**ORDER OF BIRTH Vs AVERAGE PERCENTAGE SCORES**

S.No	Order of Birth	Average percentage scores obtained by the leaders (n:30)		
		Below 75	76 - 85	86 - 95
1.	First	3	37	3
2.	Middle	3	17	-
3.	Last	3	24	-
4.	Only child	-	7	3

The above table depicts that those who were born first in their family had higher percentage scores for leadership qualities (37 per cent), followed by last born children (24 per cent) obtaining 76 - 85 percentage scores (Fig.9).

## ORDER OF BIRTH VS AVERAGE PERCENTAGE SCORES OBTAINED BY THE LEADERS

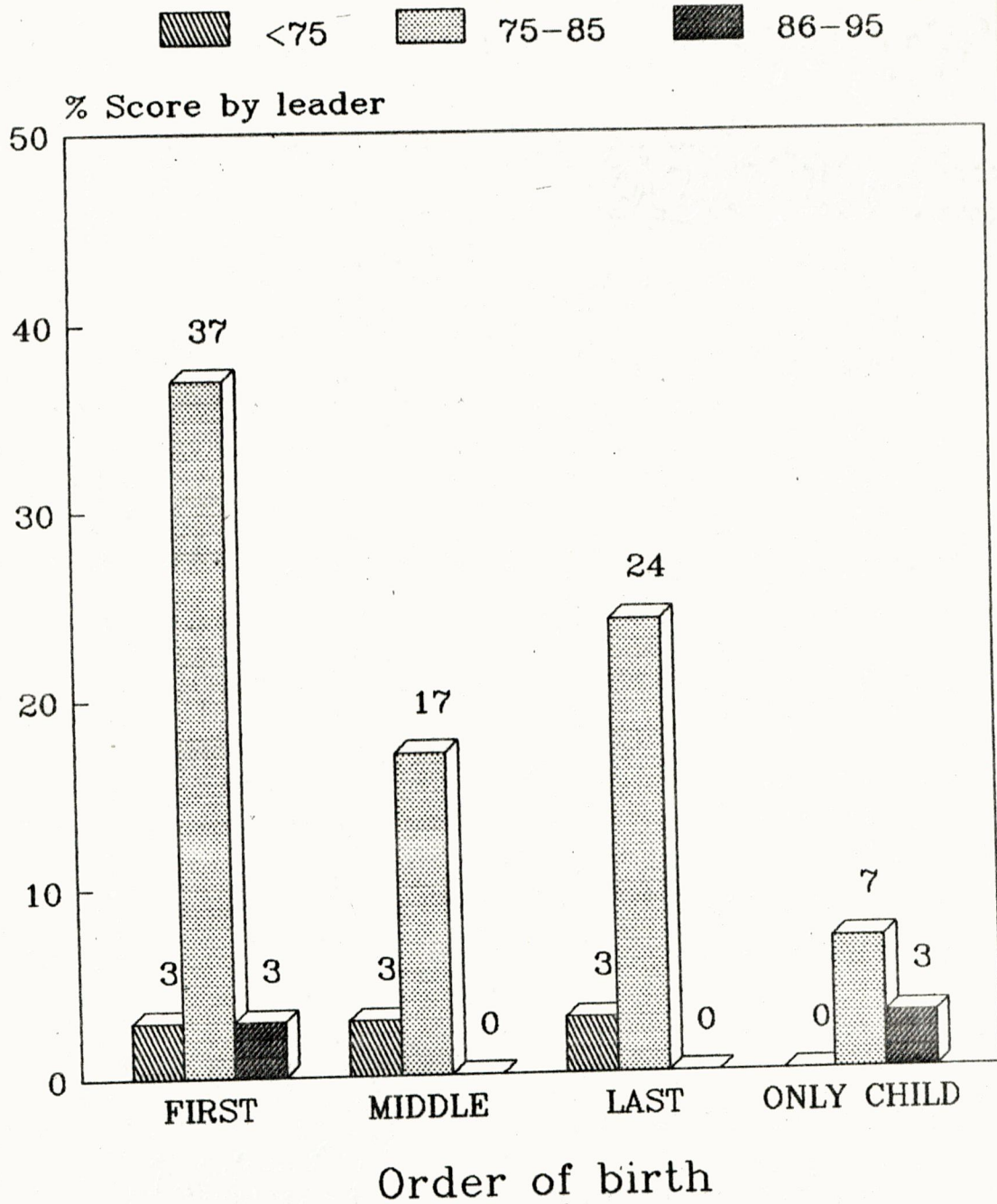


FIG 9

6. RELATIONSHIP BETWEEN THE PLACE OF LIVING AND AVERAGE PERCENTAGE SCORES OBTAINED BY THE LEADERS

Table XVI gives details about relationship between place of living and average percentage scores obtained by the leaders.

**TABLE - XVI**  
**PLACE OF LIVING Vs AVERAGE PERCENTAGE SCORES**

S.No	Place	Average percentage scores obtained by the leaders (n: 30)		
		Below 75	76 - 85	86 - 95
1.	Dayscholars (n:25)	10	67	6
2.	Hostel (n:5)	-	17	-

Sixty seven per cent of leaders who were coming from their home had an average percentage of 76 - 85 scores and six per cent of them had 86 - 95 per cent scores for their leadership qualities. The dayscholars could contribute much in social service by working in the communities where they live and also they had more opportunities to develop contacts with outside people compared to the hostel students. (Fig.10).

# PLACE OF LIVING VS AVERAGE PERCENTAGE SCORES OBTAINED BY THE LEADERS

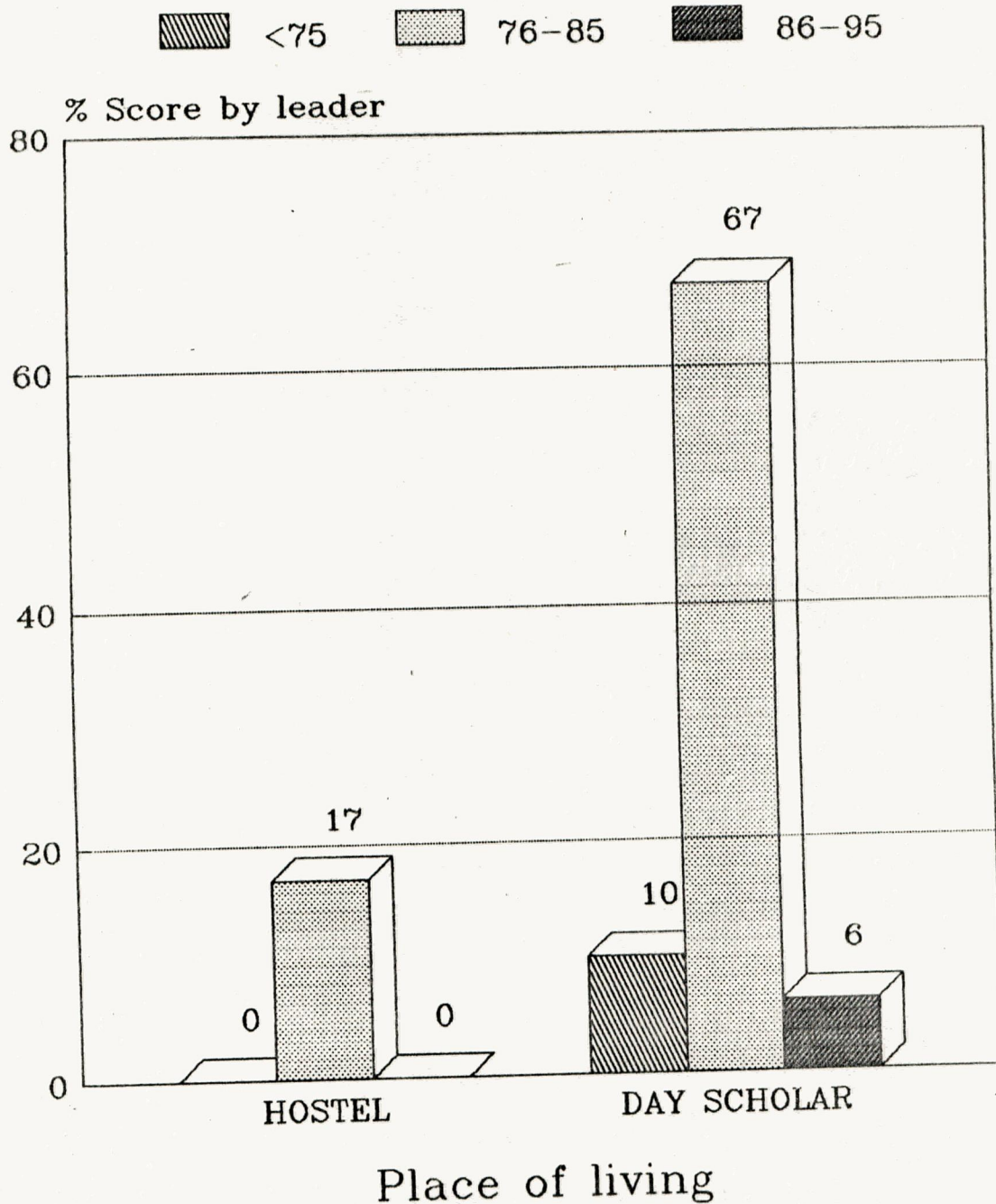


FIG 10

## Summary and Conclusion

## V SUMMARY AND CONCLUSION

A study on "Developing Leadership among University students through National Service Scheme" was conducted with selected NSS volunteers of Avinashilingam Deemed University. The major findings are summarized below:

1. The investigator had randomly selected one unit from each of the three faculties for the study. Each unit had ten group leaders; totally 30 groups from the three units were included as the sample for the study.
2. Majority of the selected volunteers (63 - 76 per cent) were in the age group of 18 - 19 years. About 34 per cent of the leaders were distributed in the age group of 20 - 21 years, whereas only 16 per cent of the volunteers were in that age group, which shows that most of the leaders were elders.
3. Out of the selected volunteers (354) 38 per cent were born first, 31 per cent born last, 25 per cent born in the middle and only six per cent of them were the 'only child' to their parents.

Among the selected leaders (30) 43 per cent were born first, 27 per cent born last, 20 per cent born in the middle and only six per cent of the leaders were the 'only child' to their parents.

The students who were born first in their family, had higher percentage scores for leadership qualities (37 per cent), followed by last born children (24 per cent) obtaining 76 - 85 per cent scores.

4. Sixty seven per cent of leaders who were coming from their home had an average percentage of 76 - 85 scores and six per cent of them had 86 - 95 per cent scores for their leadership qualities. The dayscholars could contribute much in social service by working in the communities where they live and also they had more opportunities to develop contacts with outside people compared to the hostel students.
5. Majority of the volunteers (51 per cent) had the experience as class leaders in schools and 42 per cent were holding leadership positions as group leaders at the college level.

Out of the 30 leaders, 30 per cent had the experience as class leader in their schools and 9.9 per cent at the college level; 6.6 per cent leaders also had an experience as a group leader at the school level.

- 6 The leaders belonging to middle income families had obtained higher scores; 63 per cent of leaders had average percentage scores in the range of 76 - 85.

7. It was very encouraging to note that almost all the volunteers responded positively, that they had the capacity to organise the volunteers into groups for performing any activity.
8. All the volunteers had developed positive attitude towards social service, which is an impact of the National Service Scheme.
9. The volunteers responded positively regarding planning and implementing the programme by themselves.
10. All the volunteers developed self confidence. The volunteers need to be given exposures to address the public meetings during the NSS programme.
11. Three out of ten objects<sup>ive</sup> were fulfilled for all the participants, which had helped them to understand the details of NSS, functioning of the unit and the responsibilities and qualities of a good leader. After training, only 30 per cent could not feel confident about planning the programme and communicating the information to other fellow members; 25 per cent were unable to make independent

decisions, 20 percent could not feel confident about motivating the fellow students, 17.5 per cent did not get the confidence to become sociable with the group, 10 per cent were not able to give extra time for community service, and about 7.5 per cent could not get self-confidence.

12. Only 8 per cent of the participants had a knowledge of the nationwide environmental problems like depletion of ozone layer and global warming. After the camp, all the participants had obtained knowledge about the nationwide environmental problems.

The major causes attributed for the environmental problems mentioned by the participants before the camp was less, that is only six per cent. After the education given by experts, all the participants became aware of the environmental problems.

Before the camp, only 45 per cent of the participants were aware of the government programmes like social forestry, wild life preservation, family planning and rural development programmes which help to improve environmental sanitation. After the camp all became aware of the various governmental programmes and policies

and their field of action to protect and preserve our environment.

13 All the leaders had obtained increased scores in their leadership qualities. The qualities such as punctuality, obedience, enthusiasm, willingness to participate in social service activities, optimism, assertiveness and organising ability had significant increase, due to the execution of the plan of action.

Based on this study, the investigator would like to recommend the following points for future research work in the field of National Service Scheme and the youth.

1. Similar study can be conducted with NSS volunteers of two different Universities.
2. The activities of the University having NSS as curricular component can be compared with the University not having NSS as curricular component.
3. A study on the community participation in NSS can be conducted.

The investigator would like to give the following suggestions for better functioning of National Service

### Scheme in the Universities.

1. The best volunteers in each unit can be given additional points for entering into higher education or job interviews.
2. Training programmes should be organised frequently to develop leadership qualities and inculcation of social service among students.
3. Scholarships can be provided to the best volunteers for their higher education.

### CONCLUSION

The study thus had thrown adequate light in developing leadership qualities among the present student community through National Service Scheme and also in the inculcation of right spirit to serve the community around.

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# Appendices

APPENDIX I

AVINASHILINGAM INSTITUTE FOR HOME SCIENCE AND HIGHER  
EDUCATION FOR WOMEN (DEEMED UNIVERSITY)  
COIMBATORE 641 043

A QUESTIONNAIRE TO ELICIT INFORMATION ON THE LEADERSHIP  
QUALITIES AMONG UNIVERSITY NSS STUDENTS

1. Name
2. Age
3. Class
4. Major
5. Order of Birth            1st/Middle/Last/Only child  
(tick the appropriate one)
6. Are you live in the hostel ?            YES            NO
7. Have you ever been in the leadership position ?  
Yes / No    If yes,  

S.No	Year	Type of post	School	College
------	------	--------------	--------	---------
8. Family Background:

---

S.No	Name of the family members	Relation to the Head of the family	Age	Sex	Education	Occupation	Monthly income in Rs.
------	----------------------------	------------------------------------	-----	-----	-----------	------------	-----------------------

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9. Leadership potentialities of the sample:

i. Organising the Volunteers into groups:

---

S.No	Aspects	yes	No
------	---------	-----	----

---

1. Like to get cooperation of all the members in the NSS Units
  2. Abide by the rules and regulations putforth for the group
  3. Able to delegate responsibilities to others
  4. Make the volunteers listen to the instructions in carrying out NSS activities
  5. Value the suggestions of others
  6. Understand the problems of the group
-

ii. Participation in social service activities

---

S.No	Aspects	YES	NO
1	Willing to participate in NSS activities		
2	Interested in eradicating the illiteracy of the people		
3	Interested in studying the problems of the people		
4	Willing to share the responsibilities of others		
5	Like to share the burden of others		
6	Ready to help the needy people		
7	Like to serve the children/people in the area of work		
8	Willing to spare time for others		

---

iii. Planning and Implementing the programme

---

S.No	Aspects	YES	NO
1	Like to respect the feelings of the group members		
2	Able to motivate people to do work		

S.No	Aspects	YES	NO
3	Preplan the activities		
4	Able to arrange a function in the area of work		
5	Like to seek the help of others in doing a task		
6	Like to establish contact with local leaders		
7	Able to mobilise resources for the NSS projects		

iv. Personality Development

S.No	Aspects	YES	No
1	Ready to rectify errors		
2	Ready to adjust with changing situation		
3	Like to share the problems of others		
4	Able to express the ideas of others		
5	Able to complete the activity with firmness		
6	Confident in the completion of assigned NSS work		

---

S.No	Aspects	YES	NO
7	Like to set a good example for others		
8	Like to move with others closely and make friends		
9	Accept the short comings in the work		
10	Prepared to emulate good examples from others		
11	Punctual in the habits		
12	Willing to become a leader		
13	Value the customs of the society/nation		
14	Want to be scientific in extension work		
15	Want to be the NSS Unit leader		
16	Like to take part in University/ community function		
17	Prepared to discuss with others open heartedly		
18	Ability to address a public meeting		

---

APPENDIX II

SCORE CARD TO ASSESS THE LEADERSHIP QUALITIES OF THE  
LEADERS

S.No	Criteria	5 point scale				
		5	4	3	2	1
1	Punctuality					
2	Obedience					
3	Regularity					
4	Enthusiasm					
5	Friendliness					
6	Simplicity					
7	Honesty					
8	Co-operation					
9	Initiative					
10	Adjustability					
11	Patience					
12	Selflessness					
13	Sincerity					
14	Self-confidence					
15	Service mindedness					
16	Willingness					
17	Broadmindedness					
18	Understanding					
19	Responsibility					
20	Sociability					

---

S.No	Criteria	5 point scale				
		5	4	3	2	1
21	Sympathy					
22	Guidance					
23	Assertiveness					
24	Optimism					
25	Organising ability					

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APPENDIX III

PLAN OF WORK UNIT - I

S.No	Objective	Activity	Methods/Aids	Beneficiaries	Personnel Involved
1	Organising activities to improve the knowledge, skill, attitude and behaviour of children	Teaching - alphabets, rhymes, story telling	Teaching with charts, models	Children	NSS Volunteers
		Educating group games	Group play	Children	NSS Volunteers
		Conducting games and sports	Group play	Children	NSS Volunteers and Programme Officers
2	Organising Health Education Programme for the community	Medical check up	Group contact	Whole Community	Dr. Saraswathi (Avinashilingam Deemed University)
		Taking height and weight	Individual contact with inch tape and weighing machine	Children	NSS Volunteers
		Distribution of free medicines	Group contact with medicines	Whole Community	Medical Officers and Programme Officers
3	Improving the status of the Anganwadi	Arranging with the corporation to get water connection to the Anganwadi	Group method	Anganwadis	Programme Officers with the help of Coimbatore Corporation, NSS Volunteers

S.No	Objective	Activity	Methods/Aids	Beneficiaries	Personnel Involved
		Gardening	Group method with seeds, sapplings	Anganwadi	NSS Volunteers
		Preparation of charts and posters	Individual method with chart, paper, pencils	Anganwadi	NSS Volunteers
4	Conducting Mothers' Education	Educating on better hygienic practices	Lecture with charts, posters	Mothers' of Anganwadi children	Programme Officers and NSS Volunteers
		Imparting knowledge on environment and sanitation	Discussion method with charts	Mothers of Anganwadi children	NSS Volunteers with Programme Officers
		Demonstration of low cost toys	Demonstration of wollen doll and wire bags making	Mothers of Anganwadi children	NSS Volunteers
		Demonstration of lowcost nutritious recipes	Demonstration	Mothers of Anganwadi children	U.S. Wheat associate of Avinashilingam Deemed University

S.No	Objective	Activity	Methods/Aids	Beneficiaries	Personnel Involved
5	Educating the children and Mothers on the importance of National Days	Gandhi Jayanthi Celebration	Group Discussion	Children and Mothers	NSS Volunteers, Programme Officers and local youth
		Celebration of Saraswathi Pooja	Discussion with Posters	Children and Mothers	NSS Volunteers and Programme Officers
6	Motivating the community for participation in the Anganwadi Programme	Film show on small family norm, drug addition, women's welfare, consumer consciousness	Mass method with projector and screen	Whole Community	Tamil Nadu Field Publicity Officials
		Survey on consumer awareness	Home visit, schedule	Whole community	NSS Volunteers
		Tree planting	Group method with saplings	Whole community	NSS Volunteers, Youth Club Members, Programme Officers
		Cultural programme on mass literacy programme, health and hygiene	Dramatisation, group songs and mime show	Whole community	NSS Volunteers

S.No	Objective	Activity	Methods/Aids	Beneficiaries	Personnel Involved
		Exhibition on cleanliness mass literacy programme, great leaders of India	Exhibition	Whole community	NSS Volunteers .
7	Eradication of illiteracy	Mass literacy programme	Individual contact	Women and young girls	NSS Volunteers

PLAN OF WORK UNIT - XI

S.No	Objective	Activity	Methods/Aids	Beneficiaries	Personnel Involved
1	Organising activities to improve the knowledge, skill, attitude and behaviour of children	Teaching - alphabets, rhymes	Teaching with charts, models	Children	NSS Volunteers
		Inculcating proper eating habits and toilet habits	Group Discussion with charts	Children	NSS Volunteers
		Teaching physical exercise	Play Method	Children	NSS Volunteers
		Teaching numbers, colours, size, shape birds, fruits, animals flowers, vegetables	Teaching with models	Children	NSS Volunteers
		Conducting basic science experiments	Demonstrated with soap, box	Children	NSS Volunteers with Programme Officers
		Organising sports and games	Group Play	Children	Programme Officer and NSS Volunteer
		Noon Meal supervision	Individual Method	Children	NSS Volunteers

S.No	Objective	Activity	Methods/Aids	Beneficiaries	Personnel Involved
2	Organisation Health Education Programme for the Community	Medical check up	Group contact	Whole community	Dr.Ananda Geetha, PHC, Sivananda Colony
		Taking height and weight	Individual contact with inch tape and weighing machine	Children	NSS Volunteers
		Distribution of free medicines	Group contact with medicines	Whole community	Medical Officers, Programme Officers and NSS Volunteers
3	Improving the status of the Anganwadi	Preparation of charts and posters	Individual method with charts, paper and pencil	Anganwadi	NSS Volunteers
		Gardening	Group method with mud seeds	Anganwadi	NSS Volunteers
		Tree Planting	Group method with saplings	Anganwadi	Programme Officers and Volunteers
		Preparation of play things	Group method for preparing puzzles, dolls, models	Anganwadi	NSS Volunteers
		Cleaning campaign	Mass cleaning with broom	Anganwadi	NSS Volunteers

S.No	Objective	Activity	Methods/Aies	Beneficiaries	Personnel Involv
4	Conducting Mothers' Education	Mother's day celebration -importance of the mother in the family	Lecture with charts and posters	Mothers of Anganwadi children	Programme Office and NSS Volunteers
		Emphasising safe drinking water	Discussion	Mothers of Anganwadi children	NSS Volunteers
5	Educating the Children and Mothers on the importance of National Days	Celebration of Christmas	Lecture with charts	Children and Mothers	NSS Volunteers
6	Motivating the community for participation in the Anganwadi Programme	Role play on nutrition education	Mass method enacted by children	Whole Community	Programme Officers, NSS Volunteers and children
		Survey on literacy - Arivoli Iyakkam	Individual contact - schedule form	Whole community	NSS Volunteers
		Exhibition on health and hygiene, mass literacy programme	Exhibition	Whole community	NSS Volunteers
		Cultural Programme on mass literacy programme	Dramatisation, group song	Whole community	NSS Volunteers
7	Eradication of illiteracy	Mass Literacy Programme	Individual contact	Women and Young girls	NSS Volunteers

PLAN OF WORK UNIT - XVII

S.No	Objective	Activity	Methods/Aids	Beneficiaries	Personnel Involved
1	Organising activities to improve the knowledge, skill, attitudes and behaviour of children	Teaching alphabets and rhymes	Teaching with charts and models	Children	NSS Volunteers
		Teaching physical exercise	Play method	Children	NSS Volunteers
		Inculcating proper eating habits and toilet habits	Group discussion	Children	NSS Volunteers
		Educating on the importance of National Integration	Lecture with charts	Children	NSS Volunteers
		Conducting basic science Experiments.	Demonstration with soap, box	Children	NSS Volunteers with Programme Officers
		Noon meal supervision	Individual contact	Children	NSS Volunteers
2	Organising Health Education Programme for the community	Medical Check up	Group contact	Whole community	Dr. Ramamoorthy
		Taking height and weight	Individual contact with inch tape and weighing machine	Children	NSS Volunteers

S.No	Objective	Acrtiity	Methods/Aids	Beneficiaries	Personnel Involved
		Distribution of free medicines	Group contact with medicines	Whole community	Medical Officer and Programme Officers
		EYE check-up	Group contact	Children	Sankara Eye Society
		Immunization and polio drops	Individual contact with polio drops	Children of Anganwadi	Kovai Health Centre
3	Improving the status of the Anganwadi	Construction of toilet and water tub	Group method with mud, cement, brick basin	Anganwadi	NSS Volunteers helped them mason
		Repairing the floor	Group method with cement and brick	Anganwadi	NSS Volunteers
		White washing the walls and black board painting	Group method, white cement, brush, paint	Anganwadi	NSS Volunteers
		Cleaniness campaign	Mass cleaning with broom	Anganwadi	NSS Volunteers with Aayas
		Fencing and kitchen gardening	Group method with mud, seeds	Anganwadi	NSS Volunteers

S.No	Objective	Activity	Methods/Aids	Beneficiaries	Personnel Involve
		Tree Planting	Group method with sapling	Anganwadi	NSS volunteers
		Preparation of charts, posters	Individual method with chart, paper and pencil	Anganwsadi	NSS Volunteers
4	Motivating the community for participation in the Anganwadi programme	Exhibition on Nutrition, health and hygiene, girl child, AIDS	Exhibition	Whole community	NSS Volunteers
		Film show on mass literacy programme and girl child	Mass method with projector, screen	Whole community	Tamil Nadu Field Publicity Office - als
		Survey on literacy Arivoli Iyakkam	Individual contact, schedule form	Whole community	NSS Volunteers
5	Educating the children and mothers on the importance of National Days	Teacher's day celebration - importance of teachers' day	Discussion with charts	Children	NSS Volunteers

S.No	Objective	Activity	Methods/Aids	Beneficiaries	Personnel Involve
		Celebration of Saraswathi Pooja	Discussion with Posters	Children and Mothers	NSS Volunteers and Programme Officers
		Celebration of Christmas	Lecture with charts	Children	NSS Volunteers
		Celebration of Pongal	Discussion and Preparation of Pongal	Children	NSS Volunteers with Anganwadi Workers
6	Eradication of Illiteracy	Mass Literacy Programme	Individual contact	Women and young girls	NSS Volunteers

## APPENDIX IV

### OUTCOMES OF LEADERSHIP TRAINING PROGRAMME

Name of the  
Participant:

Unit No:

Class:

S.No	Objectives of the Training	Extent of fulfilment	
		Fully	Partially
1	Becoming aware of the activities of NSS		
2	Respecting the feelings and views of the members of the unit		
3	Getting to know the responsibilities and qualities of a good leader		
4	Acquiring self confidence		
5	Understanding the needs of the group members and sparing for extra work		
6	Becoming sociable in the group		
7	Learning to motivate fellow students for serving the poor		
8	Developing ability to make decision		
9	Acquiring ability to plan the NSS activities of the unit		
10	Learning communication skills		

APPENDIX V

AVINASHILINGAM INSTITUTE FOR HOME SCIENCE AND HIGHER  
EDUCATION FOR WOMEN (DEEMED UNIVERSITY)  
COIMBATORE 641 043

EVALUATION OF ENVIRONMENTAL AWARENESS CAMP

1. Name Unit NO:
2. Age
3. Class
4. Major
5. Are you living in owned house ?
- YES                      NO
6. Do you face any environmental problem in your  
locality ? If Yes, specify
7. Do you aware of any nationwide environmental  
problems ? If yes, specify
8. What are the agents of the pollution you know ?
9. Do you aware of the Government Environmental  
Programmes and Policies ? Specify