

PREFERENCE AND PARTICIPATION OF YOUTH IN
EXTRA-CURRICULAR ACTIVITIES

By

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Introduction

I INTRODUCTION

"Give me hundred youth who have strength,
I will make India the number one country
in the world" - Swami Vivekananda.

Chowdry (1992) is of the opinion that the future of our country depends on the qualities of its youth. Youth represent energy, enthusiasm and vigour which is a valuable but untapped human resource. Longer (1983) exhorts that the full development of character and the capacity for leadership were possible only when requisite training is given to youth while they are young and impressionable.

Desai (1985) says that youth constitute men and women from adolescence to the middle age. By and large the population falling in the age group of 15 to 35 is termed youth. Youth is a young man in heart, vibrating with zeal, drive, innovation and active at all times. 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 25 to 34 years (Singh et al, 1992).

Sachdeva (1988) explains that youth is the wealth of the nation. The youth of today are the leaders of tomorrow. The progress of nation is determined by how the energies of

youth are channelised and on their preparation for meeting the challenges of life. Leadership, discipline and citizenship have to be inculcated by proper training during the impressionable years of youth. They are receptive, flexible and susceptible to change and have a tendency to explore new grounds, to embark upon hazardous tasks, to defy unworthy traditions and to undertake experiments in social and economic fields.

Avinashilingam (1991) rightly proclaims that all the youth of this land develop mighty strength and valient spirit. For that purpose, one must inspire and activate all. They have a great responsibility in national development. They need to march ahead with great insight and noble aspirations (Devadas, 1991). They are the hope of the future (Kulandaivel, 1991). Youth should be prepared to fight all forms of injustice, corruption and wickedness (The Hindu, 1992).

Adaval (1988) points out that several countries prepared action plans for development of the youth and their participation in development processes.

Harmin (1991) tells that participation of the youth is fundamental to development, it calls for faith and commitment besides knowledge and experience. The emphasis on participation is based on the assumption that development is

people oriented and based on their needs as perceived by them. Prepare the youth for active participation in extracurricular activities are of great need.

According to Mohiy-ud-din (1984) extra curricular activities are no longer looked upon as mere "extras", but as an internal part of the educational programmes. The distinction between curricular and extra-curricular has been gradually disappearing in modern education practice. Co-ordination and integration of all the experiences of the pupil-intellectual, social, moral, emotional and physical has become the object of persistent efforts of the educational institutions that aim to be a real little world for the pupil.

According to Makkar (1988) extra-curricular activities have physical, emotional, academic, intellectual, social, ethical, cultural, aesthetic, recreational and disciplinary values. Those activities cater to the development of youth's entire personality. Arora (1987) points out that the organising of extra-curricular activities makes the educational climate of an institution attractive and stimulating. Dumas (1988) says that those activities make person strong and sturdy. They help the students to grow and develop fully. The youngsters have lot of energy which need to be channelised rightly. The extra-curricular activities are a potent means of maintaining sound mental health of

youth. Youth energy should be properly channelised to aim at promoting self-reliance, instilling in the people the noble idea of promoting country's progress in a spirit of sacrifice and leading a joyous life of dedicated service to India.

Women's era (1993) rightly publishes that our aim is to provide opportunities, facilities and sympathetic guidance for this expression along constructive, creative, healthful and above all joyous lives. The facilities must be of a very varied kind so to tempt all students, however varied their tastes and inclinations to participate in activities that build up a dynamic personality.

Kandaswamy (1985) says that, in India youth organizations are plenty in record. Among them National cadet crops, National Service Scheme, sports and games, clubs and fine arts are the common ones available in the educational institutions.

National cadet crops (NCC) conditions youth's body and mind with the very basics of discipline and brings them into the fold of regimentation. NCC creates and provides the youth opportunities to put to test each and every one of the above said qualities of a good citizen, trains them practically on leadership (NCC Souvenir, 1991). National cadet crops (NCC) has attained an unique status among the various youth organisations existing in India because of its

distinguishing features (Jailani 1985). Reddy (1985) states that this premier youth organisation of the country will play an important role in channelising the energies of the youth towards nation building tasks. It prepares the youth for leadership, character building, inculcate qualities of discipline, sense of duty and make them responsible citizens. The initiative exercise given to cadets widen their imagination and increases the power of decision making which are essential for the future leaders of the nation (Beckner, 1987).

Among the newly started youth organizations, National Service Scheme gives importance to youth education through community service and promotes over all development of the personality of the student (Umapathy, 1991). NSS is a fast growing activity which is at present very popular in the schools and colleges. It helps the students in giving their training of leadership and in character building (Haskar, 1984). India year Book (1991) says that the emphasis under the scheme has been on programmes of rural reconstruction and activities for improvement of conditions of economically and socially weaker sections. NSS still remains an extra curricular activity in most of the universities. It is actually a learning process of skills, which helps students in varied realms, programme planning, independent decision making, enlisting people's participation and learning actual social life in different social milieu (Sivakumar, 1985).

Sports and games develop the physical and mental strength required, for a balanced life. (Kandaswamy, 1985). Harold (1983) is of the opinion that sports and games are the basic institutions in the social fabric and are cultural universals for all people regardless of race, creed, geography or politics. All sports has the potential of providing some means of self expression for people as it runs gamut of human emotion. In Sandhu's (1992) view games being competitive is taken to be determined by physical skills, strategy or chance where as sports is supported by evident history which speaks for its continuation in future. It is also recognised as an institution by way of having stable patterns of organisation, technology, symbolism and education.

Known (1986) says that club is merely a more or less organised group of individuals with the same interest and this interest may concern any phase of life and its activities. A club becomes a real instrument of education for this members and at the same time, automatically tends to advance the interest represented. The club program provides opportunity for deepening those interests which the student already has. This deepening is really a widening of particular interests. Such increasing mastery enlarges his interest in the particular activity (Rudyard, 1987).

Education commission (1986) reports that the fine arts are frills added to real education. It develops technical thinking and creative capacities in the pupils. According to Pandya (1985) development of aesthetic tastes is due of the aims of education. Fine arts like music, dance, drawing and painting develop aesthetic sense, self expression, skill and taste in various media.

Thus NCC, NSS, Sports and Games, Clubs and Fine arts are an integral part of the activities of schools and colleges. If they are properly conducted, it can help in the development of very valuable attitude and qualities of youth.

Hence the investigator is interested in finding out the preference and participation of youth in extra curricular activities. The objectives of the study are :

- I. To study the preference and participation of the selected youth in extra-curricular activities.
- II. To propogate among the youth about the role of extra-curricular activities by publishing the findings.

Review of Literature

II REVIEW OF LITERATURE

The related literature pertaining to "Preference and Participation of Youth in Extra-Curricular Activities" is reviewed under the following headings :

- A. Role of youth in National Development
- B. Significance of Extra-Curricular Activities in Youth's Development
- C. Aims and objectives of NCC, NSS, Sports and Games, Clubs and Fine arts and
- D. Related Research Findings on NCC, NSS, Sports and Games, Clubs and Fine arts

A. Role of youth in National Development

Kulandaivel (1991) is of the opinion that present youth are the hope of the future. The youth of India have a great role to play in bringing about the national development. If they have a positive attitude towards national development and work for it, the future of the country is safe. Tomorrow's India is rested in the hands of the youth of India. Youth are the determinants of India's security and stability. Youth have abundant energy, hence the activity of the younger generation should aim at protecting the country (Natarajan, 1991).

Devadas (1991) earmarks that the youth of India, have played a historic role in national development whether through leadership in the political front in the freedom struggle, or in the realm of spirituality, the youth of India were always in the forefront. Some of the greatest spiritual path finders who gave their best, were unbelievably young, the greatest of all being Sri.Sankaracharya. This young monk conquered the whole of India spiritually and left a permanent imprint in the cultural history of not only India, but of the whole world. The whole world is yet to get another youth of his vigour. He was a pioneer among those who wanted to have a complete synthesis in our national understanding, coherence, harmony and integration in the thinking of the whole country. Add to this, Jagadeesan (1991) exhorts that even before Independence the youth played a very significant role in the freedom struggle. India with its deep philosophy and lofty cultural heritage, has youth who have self-reliance, boldness of character, initiative and hard work. They are the future home makers, lawyers, teachers, doctors and political leaders. They are the cream of the society. They can promote the national development. Gopalasamy (1991) propounds that if we are confident, we are giants. This is especially for youth. Obedience, readiness and love can build up a new nation.

Marimuthu (1991) suggests that the youth should realise that they are part of the society and they owe something to the society. Kulandaivel (1991) lists out the ways through which the feelings of national integration can be developed among the youth.

1. Participation in camps and conferences
2. Undertaking excursions and tours to different parts of India
3. Pursueing youth's higher education in other states
Liberal scholarships should be provided to students for such studies and seats should be reserved in educational institutions
4. Participating in seminars and conferences to discuss about the importance of national development
5. Recruiting certain percentage of teachers from other regions in India
6. Common prayers and worship should be encouraged
7. Participation in All India Music and dance festivals
8. Sports and games will help greatly to bring the youth of India together
9. Exposure to the literature of the different parts of India

10. The knowledge of the third language must be made essential for recruitment for jobs and for promotions
11. Encouraging the youth to study the great national leaders life and draw inspiration from them
12. Every student in college and university must be encouraged to participate in NCC and NSS thereby to attend All India Camps

B. Significance of Extra-Curricular Activities in Youth's Development

The term extra curricular/co-curricular activities is relatively a new term. In the words of secondary education commission (1952 - 1953), "they are as integral part of the activities of a school as its curricular work and their proper organisation needs just as much care and forethought". If they are properly conducted they can help in the development of very valuable attitude and facilities. These activities are having productive value and vocational bias. They prove a means for earning while learning and also provide a solid base for the future vocational adjustment.

According to Walia (1984) extra curricular activities are now considered as media for the realisation of the modern aim of education i.e. the development of the total

personality - physical, intellectual, emotional, social, aesthetic, moral and spiritual aspects. They are a source of enrichment and vitalisation of the school curriculum. They provide outlets for the flow of the surplus energies of the pupils.

Umaphy (1991) strongly says that personality is not a marketable commodity. It has many components such as human values, man making values, character making with real values, excellent exhibition of human quality and human character. Attitude and concern for the welfare of the people must also be developed. When an youth possess all these qualities they contribute to the overall personality. Education alone cannot develop personality. Participation in extra curricular - activities serves this purposes.

1. Physical development

Sullivan (1985) views that all the activities have their impact on the physical development of an individual. The only difference is that some of them are physical activities which have their direct concern with the physical development of an individual. The other activities involve physical exertions.

2. Social development

Mehta (1989) propounds that the individuals who are members of the particular association get the opportunity of being together. They learn social etiquettes. They learn how to be in group, how to behave in a group and how to seek and impart mutual co-operation.

3. Mental Health

Friedmann (1988) says that extra-curricular activities are of immense value in the present day curriculum. All the extra-curricular activities help the students in the maintenance of good mental health. They help in the sublimation of instincts. Their energy is utilised properly. The extra-curricular activities are a potent means of maintaining sound mental health.

4. Emotional satisfaction

Kao (1987) views that emotional satisfaction smoothens the physical growth and development of an individual. Students involvement in different activities of their choice not only keeps them busy, but it also makes them emotionally satisfied.

5. Academic value

Kirpal (1986) explains that the extra-curricular activities involve experimentation outside the classroom. Classroom situation provides theoretical knowledge, where as these activities supplement that work and give practical experience.

6. Civic training and civic sense

Dharmalingam (1991) tells that different types of extra curricular activities give civic training to the students. They come to know their rights and duties.

7. Recreational value

Nair (1989) exhorts that the extra-curricular activities provide some sort of recreation to the students. They enrol themselves as a member of activity according to his own taste and liking. They derive a lot of pleasure out of it. The organisation of these activities puts an end to the boredom and drudgery of class room environment.

8. Moral training and moral values

Reddy (1985) remarks that participation in different extra curricular activities gives moral training to the students. They acquire virtues like honesty and responsibility.

9. Development of self-discipline

Through participation in extra curricular activities, the students become self-disciplined. They themselves frame the rules and regulations for the conduct of activities. Once the rules have been framed, then they maintain reputation and prestige. All this leads to self-discipline (James, 1987).

10. Opportunities for leadership

Pryor (1989) propounds that different extra-curricular activities provide ample scope for leadership. They acquire clear thinking, initiative, patience, to-lerance, self confidence and enthusiasm, which are qualities of a leader.

11. Learning and earning

Krishna (1986) puts forth that some of the extra-curricular activities enable a person to earn something while doing these activities. The students become so much interested in them that later on they want to adopt it for whole time profession. It is very encouraging to establish (themselves) well according to one's tastes and likings.

Extra curricular activities are therefore of immense value in the school. Nothing is equal to them in significance, in the words of Mcknown (1984), "as a

developer of intellectual interest and capacities, fluence of expression, clear and discriminate thinking and increased ability to appreciate the important affairs of modern life, good sportsmanship, self reliance, self confidence, poise and similar desirable qualities, it has few equals in school/colleges.

C. Aims and Objectives of NCC, NSS, Sports and Games, Clubs and Fine Arts

1. Aims and Objectives of NCC

- (i) To develop qualities of character, courage, comradeship, discipline, leadership, secular outlook, spirit of adventure and sportsmanship and the ideal of selfless service among the youth to make them useful citizens
- (ii) To create a human resource of organised, trained and motivated youth to provide leadership in all walks of life including armed forces and always available for the service of the nation.

Motto

Unity and discipline

Activities

- i. Organisation and administration of NCC
- ii. Drill/Ceremonial drill
- iii. Weapon training
- iv. Self defence
- v. First aid and home nursing
- vi. Health, Hygiene and sanitation
- vii. Civil Defence
- viii. Leadership training
- ix. Social service
- x. Posture training
- xi. Child care and mother care
- xii. Map reading
- xiii. Signals
- xiv. Aero modelling/flying/glyding
- xv. Ship modelling/Shipping
- xvi. Adventure activities-trekking, rock climbing, expedition

- xvii. Social service activities - blood donation, jathas, tree plantation, eye donation pledge.
- xviii. National and International level exchange programmes.

(Cadet's hand book, 1986)

2. Aims and Objectives of NSS

- i. Understand the community in which they work
- ii. Understand themselves in relation to their community
- iii. Identify the needs and problems in the community in the solution of which they can be involved
- iv. Develop among themselves a sense of social and civic responsibility
- v. Apply their education in finding practical solutions to individual and community problems
- vi. Develop competence required for group living and sharing responsibilities
- vii. Acquire leadership qualities and democratic attitude

- viii. Develop capacity to meet emergencies and natural disasters and
- ix. Practice national integration
(National Service Scheme, 1991).

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 (National Service Scheme, 1991).

Activities

- i. Environment enrichment and conservation
- ii. Health, family welfare and nutrition programmes
- iii. Programme aimed at creating an awareness for improvement of the status of women
- iv. Social service scheme
- v. Production oriented programme
- vi. Programmes for working during emergencies
- vii. Education and recreation (National Service Scheme, 1991).

3. Aims and Objectives of Sports and Games

- i. Development of well built bodies
- ii. Bringing all round development of personality through development of body
- iii. Development of personal qualities like endurance
- iv. Conservation of health
- v. Development of regular habits of exercise and play (Sachdeva, 1991).

5. Aims and Objectives of fine arts

- i. Provides opportunities for better understanding of our cultural tradition
- ii. Provides the worthy use of college life and after college life
- iii. Helps in healthy recreations conducive to mental and moral hygiene
- iv. Make the students more cultured with educative value
- v. Inculcation of self expression, creativity and constructiveness in students

(Sidhu, 1987).

4. Aims and Objectives ^{of} clubs ^

- i. To develop constructive leadership and personal integrity
- ii. To encourage practice thoughtfulness of helpfulness to others
- iii. To provide opportunities for gaining increased knowledge and understanding of community, national and world affairs
- iv. To promote the principles of good government and good citizenship
- v. To build respect for the rights of others based on recognition of the worth of each individual
- vi. To unite the clubs in the bonds of friendship, good fellowship and mutual understanding
- vii. To take an active interest in the civic, cultural, social and moral welfare of the community

(Clubs information book, 1992).

D. Related Research findings on NCC, NSS, Sports, and Games Clubs, and Fine arts

1. NCC

The NCC is a centre of diffusion in society spreading out the basic virtues of character, leadership, comradeship, discipline and adventure in an atmosphere permeated by the fragrance of national integration (Gopalakrishnan, 1984).

Leadership, is self confidence in our ability and confidence we inspire in others are the qualities gradually grown in an individual. The NCC training is so designed as to afford plenty of scope for the cadet to develop his self confidence and inspire others to co-operate with him (Ravi Shankar, 1988).

Discipline is a must for success in life. It is a fundamental requisite for an orderly life and is the oxygen that sustains the life of a nation. The NCC training prepares the youth to discipline, his mental and physical activities (Sharma, 1985).

Dr. Radhakrishnan once said, "A student's career is not complete if he does not join the NCC".

The surveys reveal that the most important benefit of the corps, in the opinion of cadets, is discipline. Other benefits are physical fitness, character building,

leadership qualities, use of weapons, good citizenship and qualification for defence career in the armed forces (NCC Souvenir-1989).

Some people hold the view that NCC training is mostly bogus and waste of national resources, interfering in academic work and diluting the academic standards. The kunzru committee rejected this view outright and placed on record "from the mass of evidence before us, we are convinced that the NCC has made the students disciplined, self reliant and has brought about a noticeable improvement to their health" (Jeyasingh, 1987).

An interesting scientific study was conducted by Sinha (1989) on the evaluation of NCC training in the development of leadership qualities among students. He found that NCC students were better planners, more dependable, more industrious and more self-confident than others. He concluded that college students who received NCC training were decidedly superior to non-cadets.

2. NSS

Kamaleswari (1981) studied the influence of participation in NSS on the student volunteers in Coimbatore district. The study revealed the following :

- i. The faculties in the colleges were involved by the constitution of advisory committees, voluntary agencies in the locality Government departments were also included in the planning and implementation of NSS.
- ii. A variety of activities and programmes were undertaken based on the needs of the community.
- iii. The major accomplishments of NSS reported by the NSS programme officers were in relation to the benefits for the students as well as for the community.
- iv. Due to the motivation given by the authorities, the NSS volunteers developed a concern for the community.
- v. Projects were chosen based on the survey and taking into account the needs and resources of all concerned, the community, the students and the officials.

Jaya (1982) studied the attitude of the pupils of the higher secondary schools towards National Service Scheme programme on 300 students of standards XI and XII in the

Higher secondary schools in Coimbatore districts with a specially devised lickerts five-point scale and the findings of the study are :

- i. The NSS students had a favourable attitude towards NSS programmes when compared to non-NSS students
- ii. Both the urban and rural NSS volunteers showed favourable attitude towards NSS programme
- iii. Both NSS girls and boys in the urban and rural areas were having favourable attitudes and the difference showed that urban NSS girls were comparatively more favourable towards NSS programmes than urban boys. There was no much difference amongst rural boys and girls and
- iv. Rural NSS boys had more favourable attitude than urban NSS boys. There was no significant difference in the favourable attitude of rural NSS girls and urban NSS girls.

In^a study conducted on the outcomes of the participation of college students in the NSS the salient findings are :

- i. In assessing the volunteers' participation in NSS activities, it was noteworthy that service to the handicapped was generally favoured by a majority of 78 percent of the sample.

- ii. The participation of the volunteers in both the day and special camps was highly encouraging and quantitative outcomes such as dignity of labour, skill at work, problem solving ability, co-operation, self confidence, organising ability and service mindedness were considerable and
- iii. The volunteers took an active interest in being members of the other extra-curricular activities such as the dramatics, the planning forum and work experience scheme with a majority part taking vivid interest (Annathaibala, 1981).

Soundaravalli (1974) studied the influence of the NSS of selected college students in Coimbatore. She found that,

- i. The NSS student ^{realised} fully their role in nation building activities through service to the community during their leisure time
- ii. NSS students when compared to the non-NSS students ranked better in their positive attitudes towards various aspects of national services, which could be attributed to their close association with developmental activities
- iii. The assessment of the NSS students by their respective project leaders indicated that the volunteers had imbibed the qualities, such as co-

operation, service-mindedness, patience and enthusiasm through their involvement in various projects. The scores obtained by the NSS members and group leaders proved that there was positive influence of leaders on the performance of group members and

- iv. Participation in college, as well as in the inter-collegiate camp, offered specific and meaningful work experience to the NSS students and gave momentum to the entire programme and contributed towards development of leadership potentialities.

3. Sports and Games

Otto and Alwin (1987) found that team sports participation is a major entry card into the social elite of a school. Their study of 340 young people in Michigan high schools in the late 1950s showed that athletes in schools have higher educational aspirations, higher job aspirations, higher IQs and higher grades than their non-athletic classmates. Interestingly 15 years later, in a follow up on these young people the authors, found that these earlier levels of aspiration had been translated into reality. Attempting to explain why high school team sports seem to have such a positive effect on later life. Otto and Alwin suggests that three factors are important. They argue that sports teach interpersonal skills, label its participants as

successful individuals and establish important social contacts. All of these factors are important in order to be successful in society.

Skubic (1986) and Seymon (1986) found that team sports improve social adjustment and social competency. Orlick (1988) reported that young people who engage in team sports are more social, dominant, aggressive, enthusiastic, confident, vigorous and tough minded than young people who do not.

Dowell (1982) reports that the benefits of such sports are found to exist in essentially four broadly defined areas involving the youth's physical health, body development and emotional and social development. Some of the benefits of competitive sports in the physical area are the development of motor ability and body strength. In the emotional domain, sports advocates argue that sports teach self-control and are an outlet for nervous energy, with in the social domain. Dowell finds evidence from various sources to suggest that sports teach citizenship, encourage social acceptance of the athlete by his or her peers, and contribute to later educational and financial access. Sports advocates state that athletics reduce delinquency, encourage fitness, increase sportsmanship and are a better use of leisure time than^a watching television for instance.

4. Clubs

The sponsored organisation of young adults between the ages of 18 and 28 inclusive whose purpose is to develop leadership and responsible citizenship through service to the community and to promote international understanding and peace, recognition and acceptance of high ethical standards as a leadership quality and vocational responsibility (Clubs information book, 1992).

Vocational service awards should be given to the youth who have done the best service to society with the almost honesty and efficiency (Lions Club book, 1989).

5. Fine Arts

The arts are natural forms of expression and communication (Calouste, 1988). Lindstorm (1985) says that art work also bears a quality of fantasy because of undeveloped perceptual skills.

Art is an important part of learning because it encourages

- ⁱoriginality of ideas
- independence
- confidence in one's own resources

- freedom to express personally meaningful ideas and feelings
- acceptance of self which is unique and valuable
- classification of ideas and concepts (Pitches, 1987).

Ray (1985) says that art represents one of the greatest expression of individual's creative impulse and fulfils a deep desire. Art is necessary for the full mental development. The main purpose is to cultivate a sense of beauty which will endure throughout the life.

Methodology

III METHODOLOGY

The study "Preference and Participation of Youth in Extra-Curricular Activities" was carried out using the below mentioned procedure.

- A. Selection of the Area
- B. Selection of the Sample
- C. Selection of the Tool
- D. Conducting the Study
- and E. Analysis of the Data

A. Selection of the Area

The area selected for the present study was confinedⁿ to Coimbatore district within a radius of 12 kilometers. Avinashilingam Deemed University, Government Arts College and Sri Ramakrishna Mission Vidyalaya were the colleges from which all the samples were selected due to

- i. Easy accessibility of the subjects for the study
- ii. Availability of NCC, NSS, Sports and Games, Clubs and Fine arts in the above mentioned institutions and
- iii. Availability of students who are participating in extracurricular activities

B. Selection of the Sample

The sample chosen for the study comprised of 300 students participating in NCC, NSS, Sports and Games, Clubs and Fine arts.

TABLE I

DISTRIBUTION OF THE SAMPLES

S.NO.	Extra-curricular Activities	INSTITUTIONS			TOTAL
		Sri Rama-Krishna Mission Vidyalyaya	Govern-ment Arts College	Sri. Avinashi Deemed Univer sity.	
1.	NCC	20	10	30	60
2.	NSS	18	12	30	60
3.	Sports and games	17	13	30	60
4.	Clubs	16	14	30	60
5.	Fine arts	4	26	30	60
					----- 300

The parameter considered for the selection of the sample was kind of extra-curricular activities the students preferred. Sixty students with equal sex representation were taken randomly from each extra-curricular activities.

C. Selection of the Tool

In order to collect the facts about preference and participation of youth in extra-curricular activities, the investigator formulated a questionnaire. General information, preference and participation of the youth in five different extra-curricular activities are the components of the questionnaire.

Questionnaire method was adopted because,

- i. this method of collecting data can be easily adopted where the field of investigation is very vast and the informants are spread over a wide geographical area and
- ii. it is also relatively cheap and expeditious provided the informants respond in time (Gupta, 1991).

The schedule was pretested for its validity and reliability by conducting a pilot study with 10 samples and necessary modifications were made.

D. Conducting the Study

With the help of the higher authorities the investigator traced out the youth taking part in various extra curricular activities from the above mentioned educational institutions. She established a good rapport and the purpose of the study was explained. The needed

information was then collected by distributing the questionnaire. Doubts were cleared hence wholesome response were obtained. After a week's period the questionnaires were collected back. All the respondents in the investigation were co-operative and had authentic relationship with the investigator.

E. Analysis of the data

After the collection of data, the responses were cross checked as well as edited carefully. Then all the data were entered in a master chart for the purpose of tabulation and analysis. The data was statistically analysed using Chi-square test and results were interpreted.

Results and Discussion

IV RESULTS AND DISCUSSION

The data collected for this study - **Preference and Participation of Youth in Extra-Curricular Activities** was consolidated, tabulated statistically treated, analysed and discussed in various headings as enlisted below.

- A. General Information of the Subjects
- B. Preference towards Extra-Curricular Activities
- C. Participation in NCC
- D. Participation in NSS
- E. Participation in Sports and Games
- F. Participation in Clubs
- G. Participation in Fine Arts

A. GENERAL INFORMATION OF THE SUBJECTS

The general information of the selected youth is given in percentage.

TABLE II

GENERAL INFORMATION OF THE RESPONDENTS

No: 300

S.No.	General Information	Percentage	Total
1.	AGE (in years)		
	17-19	88	100
	19-21	12	
2.	TYPE OF THE FAMILY		
	Joint	41	
	Nuclear	59	100
3.	SIZE OF THE FAMILY		
	Small (Five and below five)	68	
	Large (more than five)	32	100

It is clear from the above table, that out of 300 respondents, 88 percent are in the age range of 17 to 19 years and the rest from 19-21 years.

Fifty nine percent of the respondents belong to nuclear family and 41 percent came from joint family.

Nearly, 68 percent of the respondents hailed from small families and 32 percent were from large families.

B. PREFERENCE TOWARDS EXTRA-CURRICULAR ACTIVITIES

Youth's preference towards extra-curricular activities are discussed here.

1. Interest in Extra-Curricular Activities

Out of 300 boys and girls selected for this study 30 percent of the girls and 37 percent of boys had full interest in extra-curricular activities. Rest of them, though they are taking part in various activities - their interest is partial.

2. Reasons to participate in Extra-Curricular Activities

The selected subjects have reasoned out for their participation in extra-curricular activities, which are tabulated underneath.

TABLE III

REASONS FOR PARTICIPATION

No:300

S.No.	Reasons	Percentage	
		Boys	Girls
1.	Diversion from study	69	65
2.	Health and Knowledge	65	49
3.	Knowledge on other fields	54	51
4.	Job opportunities	50	58
5.	Skill and talents	46	34
6.	To improve personality	46	34
7.	To channelise their interest	42	51
8.	Self accomplishment	34	33

Chi square value : 9.17 Degrees of Freedom : 7

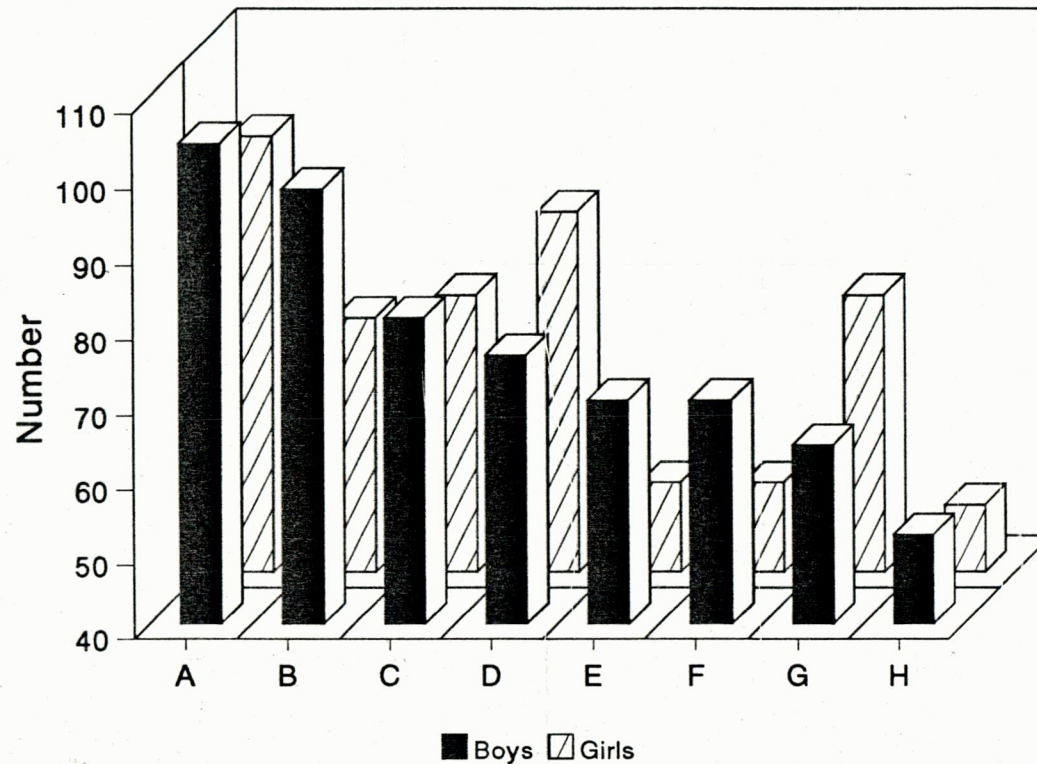
Table III gives a clear picture that to have diversion from study and to acquire good health and knowledge are the primary reasons to take part in extra-curricular activities for 69 and 65 percent of the boys respectively. Knowledge in other fields, job opportunities, skill and talents, to improve personality, to channalise their interest and self accomplishment are the other purposes of the selected subjects for their participation in various extra curricular activities.

On the other hand, mainly to have a diversion from study (65 percent), to acquire knowledge in other fields (51 percent), for better job opportunities (58 percent) and to improve personality (51 percent) girls preferred the extra-curricular activities. Forty-nine percent of the girls felt that participation in these activities would promote their health and knowledge. To channelise their interest through these activities, 43 percent of the girls are participating. For self accomplishment and to improve skill and talents, 33 and 34 percent of the girls respectively preferred these activities. From chi-square analysis, the reasons outlined for participation has evolved no difference according to sex. (Figure. 1)

3. Reasons for Preference in Extra-Curricular Activities

In order to find out the selected youth's reasons for preference in extra-curricular activities, the investigator gathered the informations and tabulated below.

Fig. 1 Reasons for Participation



■ Boys □ Girls
A=Diversion from study B=Health and Knowledge C=Knowledge on other fields D=Job Opportunities
E=Skill and Talents F=Improve Personality G=Channelise their interest H=Self accomplishment

TABLE IV

REASONS FOR PREFERENCE IN EXTRA-CURRICULAR ACTIVITIES

S.No.	Reasons for Preference	Percentage
1	NCC	
a	To get commissioned in defence	87
b	More job opportunities	83
c	To inculcate leadership qualities	80
d	To have good physique	80
e	To attend camps	75
f	To maintain unity and discipline	75
g	Personality development	50
2	NSS	
a	Serve the society / community	83
b	Personal interest	83
c	Attend camps	80
d	Involve in extra-curricular activities	67
e	Personal growth	50
3	SPORTS AND GAMES	
a	Keep the body and mind fit	100
b	Relaxation	67
c	Habit	50
d	Socialisation	50

4	CLUBS	
a	Service to the Community	50
b	Entertainment	42
5	FINE ARTS	
a	Channelise the Potentialities	100

Table IV figures the respondents reasons for having chosen the different extra-curricular activities. NCC cadets have expressed that to get commission in defence, to inculcate leadership qualities, to have good physique, to attend camps and to promote self personality are the various reasons for their preference. Among these, the highest percentage (87) goes to the flair to be commissioned in defence.

Serve the society, personal interest, attend camps, personal growth and just to involve in some activity other than the curricular subjects are the goals of joining in NSS by the NSS volunteers.

Hundred percent of the participants revealed that to keep their body and mind fit is the first reason to involve in sports and games. This finding is in line with the result of Nagarajan (1992) that sports and games play a vital role in the life of any individual improve one's

physical fitness so that he is physically better alert to meet the demands of the daily living. Sixty seven percent of the participants do take part in this for relaxation. For socialisation and as a habit 50 percent of the participants play the sports and games.

Members of various clubs viewed that they are in the clubs just for entertainment. And 50 percent of them said they wanted to serve to the community through the clubs.

All the members of the fine arts opined that channelising their potentialities for creative work is the only reason for being involved in fine arts.

4. Sources of Motivation

Subjects of this study expressed various sources as a motivating factor to join in extra-curricular activities, which are listed here.

TABLE V

SOURCES OF MOTIVATION

No: 300

S.No.	Sources	Percentage	
		Boys	Girls
1.	Ambition	50	22
2.	Interest	45	15
3.	Friends	40	20
4.	Parents	30	35
5.	Teachers	22	28
6.	Mass Media	11	18

The above table evinces that the participants of extra-curricular activities had both internal and external motivation. Internal motivation like interest and ambition are the predominant sources for boys than girls. Among the external factors like parents, teachers, friends and mass media boys were influenced more by friends and girls by parents. This is in line with the opinion of Alagesan (1992) that the higher percentage of participation and involvement is influenced by the enthusiasm and leadership provided by the teachers, friends and family encouragement.

5. Extra-Curricular Activities as part of the curriculum

More than half of the boys and girls are willing to have extra-curricular activities as part of their curriculum. Only 49 percent boys and 44 percent girls are not interested to have extra-curricular activities as part of their curriculum. They strongly reasoned out that extra-curricular activities should be a sort relaxation.

C. PARTICIPATION IN NCC

Sixty cadets with equal sex representation were taken to trace out the details with regard to participation in NCC. They are discussed under.

1. Opinion of the cadet about NCC

Opinion of the NCC cadets about this primary youth organisation is enlisted below:

TABLE VI

PARTICIPANTS' OPINION ABOUT NCC

		No: 60	
S.No.	Opinion	Percentage	
		Boys	Girls
1.	Best youth organisation which prepares the youth for career	90	60
2.	Second line of defence	80	63
3.	Produces disciplined and trained man power	73	66
4.	Channelises youth's energy	63	56
5.	Well co-ordinated organisation	63	43
6.	Promotes national integration	63	60

Chi square value : 1.09

Degrees of Freedom : 5

NCC cadets opined that this primary youth organisation of the country prepares the youth for best career, it acts as a second line of defence, produces disciplined and trained man power, channelises youth's energy, promotes national integration and it s a well co-ordinated organisation. This finding goes well with the statement of Longer (1983) that NCC teach the cadets the dignity of

labour, create interest in constructive which will be of use to the community, to set an example of selfless service and team work.

Because of the flair, 90 percent boys feel that NCC prepares themselves towards best career choice. On the other hand, the highest percentage of the girls (66 percent) remarked that NCC produces disciplined and trained man power. (Figure 2)

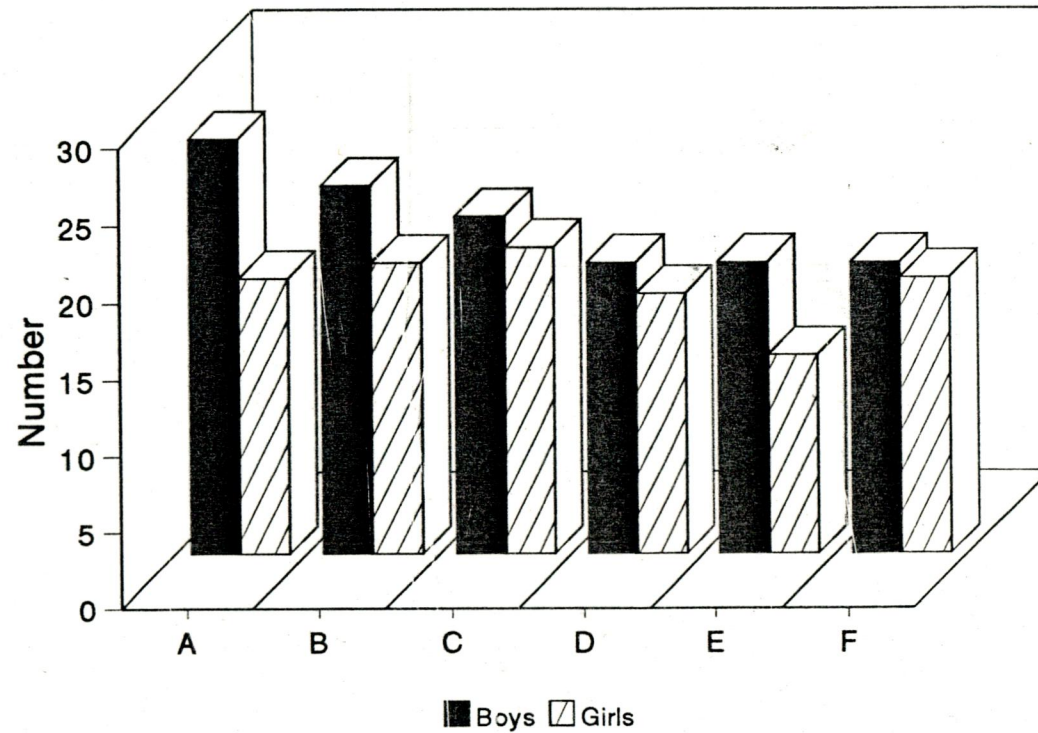
Opinion given by the participants are alike according to Chi-square analysis.

2. Activities Carried Out Through NCC

Institutional training and camp training are the two kinds of activities carried out through NCC. Drill, weapon training, signals, map reading, first aid and home nursing, hygiene and sanitation, civil defence and self defence are the various subjects taught to the cadets of both the sex. In addition child care and mother care is taught to the women cadets alone in order to prepare them for the future.

Camps, trekking, rock climbing, parasailing, ship modeling, flying, mountaineering, cycle and moped expedition and various social service activities are the camp activities. Out of sixty NCC cadets selected for this

Fig. 2 Participants Opinion about NCC



■ Boys ▨ Girls
A=Best Youth Organisation which prepares the youth for career B=Second line of Defence
C=Produces disciplined and trained man power D=Channelises Youth's Energy
E=Well co-ordinated Organisation F=Promotes National Integration

study, 80 percent of boys had involved in rock climbing, trekking and literacy campaign. And 70 percent of the girls had experience in parasailing, trekking and literacy campaign. All the cadets of both the sex had attended atleast one camp, to get the camp training.

Oberoi (1989) tells that by adventure oriented activities and its programme of national integration, the NCC is instilling in our youth the spirit of adventure and secularism so that they are able to rise above narrow considerations of caste, creed, religion and language. This is true with the findings of this study.

3. Participation in camps

Sixty percent of the boys have attended more than four camps and the rest have attended once. Among girl cadets 23 percent have attended the camp once and the rest of them have gone for more than three camps.

4. Achievement by Being a Cadet

Cadets have expressed that qualitative changes due to training in NCC, personal development of the individuals itself is a great achievement. Disciplined behaviour, confidence, orderliness, self-respect, regularity and service mindedness are the qualities the cadets expressed, by which their personality is shaped by being in NCC.

And also 80 percent of the boy cadets and 47 percent of the girls cadets reported that the knowledge about defence is improved, which itself is an achievement.

In addition, a considerable percentage of both the sex expressed that they had chance to go to various places to attend camps. Fifteen and 13 percent of boy and girl cadets respectively attended the Republic Day parade at Delhi, which they felt as a great achievement in life. One girl cadet proudly pointed out that her aim of joining in NCC was to attend RD parade and take part in Rajpath march at Delhi on January 26th.

Four percent of the boy cadets and 11 percent of the girl cadets had secured the NCC Director General's Scholarship for achievement in NCC irrespective of the community and income which is not possible otherwise for the cadets of forward community and high income families.

5. Present Cadre in NCC

In order to find out the degree of involvement of the cadets in NCC, the investigator traced out the leadership positions, the cadets hold in NCC. Because of the random selection of the samples, and restricted number of rank positions allotted by the organisation very few cadets had ranks - leadership position. In this study it was found that girl cadets hold better ranks than the boy cadets.

6. Services Rendered to the Community, Society and the Nation

Service to the community and to the nation is one of the motives of NCC. In order to know the details of services done by the selected NCC cadets, the data were collected and tabulated here.

TABLE VII

SERVICES OF THE PARTICIPANTS TO NCC

No: 60

S.No.	Kind of Services	Percentage	
		Boy Cadets	Girl Cadets
1.	Adult Education	100	100
2.	Jathas on antidowri, mass literacy and human rights	90	98
3.	Traffic control	85	40
4.	Tree plantation	70	80
5.	Flood relief measures	45	85
6.	Service to aged persons	22	78
7.	Service to the disabled persons	8	15
8.	Blood donation	5	8
9.	Eye donation	5	8

Table VII vividly pictures out the services carried out by the NCC Cadets. All the cadets of both sex are involved in adult education, which is a nation's requirement and organised by the NCC Unit.

Similarly jathas were organised by the respective units, hence the percentage is higher for girls (98) and boys (90). Traffic control organised during the festival seasons done mostly by boys (85 percent) and only 40 percent girls. This may be due to the restrictions over the girls by the society/family.

Blood donation needless to say its significance. Cadets have realised its need, hence, 80 percent of the boy cadets and 77 percent of the girl cadets donated blood for the needy people through the blood banks. Few third year cadets have donated every year.

Preservation of ecology is the need of the hour. Our selected NCC cadets involved in tree plantation as one of the social service activities.

In addition, cadets have involved in collection and distribution of clothings, articles, medicines, sweets for the flood relief campaign and helping aged and disabled persons. Its happy to view the table that five and eight percent of the boy and girl cadets have gone upto eye donation which is very rare.

As Lahiri (1991) states that every individual member of the community has a distinct role to play. To contribute to the improvement of the quality of life of the community a

person has to work in harmony and develop human understanding and tolerance. The result of this study has revealed that the NCC Cadets rightly has this attitude.

D. PARTICIPATION IN NATIONAL SERVICE SCHEME

The cardinal principle of the NSS programme is that it is organised by the students themselves and both students and teachers through their combined participation in social service, get a sense of involvement in the tasks of national development. The data collected regarding this is discussed here.

1. Objectives of National Service Scheme

Objectives of NSS as expressed by the selected NSS volunteers of this study are listed below.

TABLE VIII

OBJECTIVES OF NSS

No: 60

S.No.	Objectives	Percentage	
		Boys	Girls
1.	Acquire leadership qualities	50	42
2.	Gain skill in mobilising community participation	48	52
3.	Develop capacity to meet emergencies and natural disasters	48	88
4.	To understand the community	40	83
5.	Develop sense of social and civic responsibility	32	48
6.	Identify the needs and problems in the community	28	52
7.	To involve themselves with their immediate community	23	72
8.	Promote national integration	23	82

We could see from the above table that 83 percent of girls involve themselves in NSS to understand the community when compared to boys constituting 40 percent. Twenty three percent of boys and 72 percent of girls viewed that NSS helps to understand themselves in relation to their

community. The highest percentage of girls (80 percent) remarked that NSS develops capacity to meet emergencies and natural disasters. Twenty three percent of boys and 82 percent of girls have stated that the main objective of NSS is to promote national integration. Only 32 percent of boys and 48 percent of girls consider it as to develop a sense of social and civic responsibility. And 50 percent of boys preferred NSS in order to acquire leadership qualities while 52 percent of girls insisted that NSS gives skill in mobilising community participation.

2. Preference to Attend Camp and Participation in Camps

The NSS seeks to correct the isolation of education from the society by exposing the students to the social realities in their communities. The exposure is to be achieved by providing students a wide range of opportunities to study the problems of the society through practical experience and to understand the implications of efforts to tackle them thus enabling the students to achieve **Education through service** as an additional dimension to the education system. This is mostly possible only through attending special camping programme for 10 days.

In connection with the participation of special camping programme, in this study 50 percent of the girls and 40 percent of the boys have attended camps only once. Thirty

percent of girls and 13 percent of boys have undertaken three camps. Most of the boys and girls prefer to attend special camps in order to achieve targets for creation of community assets, mass immunisation, health coverage, etc.

Another 13 percent boys and 10 percent girls prefer to attend more camps out of personal interest and ambition. Twelve percent of boys and 20 percent of girls wanted to attend camp to propagate population education, organise socio-economic programme and community organisation. Fifteen percent boys and three percent girls prefer to attend the camps in order to undertake the constructive activities like laying of road, construction of toilets, water tank etc. To achieve target for health coverage, eight percent of boys and 12 percent of girls wanted to undertake special camping programme.

3. Activities Carried out in NSS

Fifty percent of the girls are whole heartedly engaged in various activities such as Creating environmental awareness, Health and nutrition - that is conduct of medical check up, eye camp and dental camp, Socio-economic activities, Installing Haybox and smokeless choola, Pre-school education and Blood donation camp.

The remaining girls later took part in activities like, Organisation of Mahilamandram, parent-teacher association and youth club, Conduct of exhibition and film shows on health, hygiene, small savings, kitchen garden, youth exchange programme, cooking demonstrations. white washing, black board painting and adventure programme like trekking and cycle expedition.

The activities like white washing, construction of toilets, laying of road, traffic control, blood donation, adventure programmes like cycling , trekking, moped expedition, youth exchange programmes, participation in republic day parade, organisation of youth club and eradication of illiteracy were carried out by the boys. This result is in line with the survey findings of Devadas (1991) that NSS volunteers involve in numerous activities for personal, social and national development.

4. Achievements in NSS

An analysis of the achievements reached by selected NSS volunteers is presented in the below table.

TABLE IX

ACHIEVEMENTS IN NSS

S.No.	Achievements	No. : 60	
		Percentage	
		Boys	Girls
1.	Opportunity to work in a group	15	17
2.	Conduct of medical camp	15	22
3.	Increased leadership potentialities	7	8
4.	Determine literacy rate	5	25
5.	Income generating activities	5	2
6.	Participation in national integration camps	3	6
7.	Teaching materials prepared	3	25
8.	Blood grouping and blood donation camps	2	10
9.	Participation in youth festival	2	15
10.	Participation in the republic day parade	1	1

An NSS gives the opportunity to work in a group, 15 percent of boys and 17 percent of girls stated that they have a tendency to explore new grounds to embark upon excitingly hazardous tasks, defy unworthy traditions and to undertake experience in socio-economic fields. volunteers

have expressed that creating new idealism in the individual and personal development are great achievement. Leaderships, discipline and citizenship cannot be acquired automatically. These qualities are inculcated by proper involvement in NSS stated by the volunteers, thus they develop personality which in turn is a great achievement.

Two percent of boys and five percent of girls had the chance of attending youth festivals. Three percent of boys and 25 percent of girls viewed that NSS helps them to prepare various teaching materials to the school going children. One percent of boys and two percent of girls attended republic day parade held at New Delhi. They expressed this is a very great achievement in life. Most of the girls and boys expressed that they are in NSS just to participate in special camps.

Blood is not to shed but to share. In this view, two percent of boys and five percent of girls donated blood to Coimbatore Medical College, Blood Bank. One percent of boys and four percent of girls had been awarded by the Department of sports and youth Affairs (state level) as a best volunteer, which is a great achievement in their life. As they are in NSS , two percent of girls has got employment as NSS volunteers in the universities.

5. Services of the Participants in NSS

With the view to know the details of service done by the NSS volunteers the data were collected and figured here.

TABLE X

SERVICE OF THE PARTICIPANTS IN NSS

S.No.	Services	No: 60	
		Percentage	
		Boys	Girls
1.	Service to Community		
	Mass literacy programme	76	80
	Development of community	43	50
2.	Service to society		
	Income generating activities	73	80
	Creating awareness on social rights	66	73
3.	Service to Nation		
	Celebration of National days	90	93
	Participation in Nation Programme	60	50

chi-square value : 54

Degree of freedom : 5

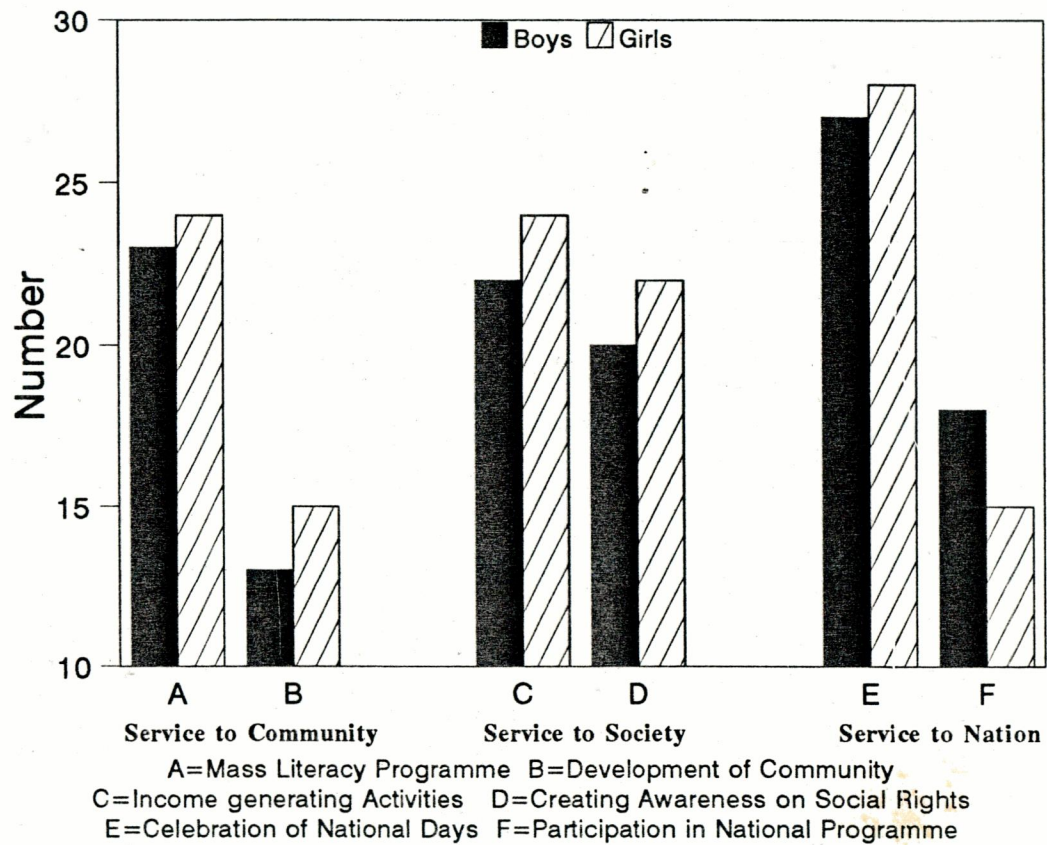
The above table clearly states that the services rendered by the participants to the community, society and Nation through NSS Development of Community and mass literacy programme are the services rendered to the community in which the later service was carried out by highest percentage of boys and girls. Creating awareness on social rights and income generating activities are the services extended by the NSS volunteers to the society. Celebration of National days and participation in National programme are the services done to the Nation. Ninety and 93 percent of boys and girls respectively participated in Celebration of all National days which is a very welcome thought. (Figure 3)

It is evident from chi-square analysis that irrespective of the sex, NSS volunteers have done all services due to them.

6 Impact of NSS on the Participants

Out of 60 participants, 60 percent of girls and 20 percent of boys have strongly agreed that NSS helps to promote leadership qualities. Twelve percent girls have agreed that NSS help in utilising the energy of the youth in a constructive manner. Only through NSS, we can make the illiterates into literates. This was the practical

Fig. 3 Services of the Participants in NSS



experience gained by ten percent girls and two percent boys. Thirty three percent boys and 30 percent girls have acquired the quality of understanding the people. A considerable percentage of boys (63) and girls (33) are partially successful in reaching the masses. Most of the boys and girls feel proud to be as NSS volunteers. One percent of girls felt that NSS is a waste of time and energy. Being in NSS five percent boys and girls were able to develop themselves a sympathetic attitude towards the the downtrodden. To inculcate adventurous spirit, seven percent of boys and three percent of girls are involved in NSS. Three percent of boys and girls are in NSS to help the most backward people.

From the study, we can understand that 20 percent of boys and girls are able to teach, eighty five percent of boys and girls have better adjustment and seventy two percent of boys and girls are very co-operative. 62 percent of boys and girls could understand social problem and 43 percent could build mutual relationship between their colleages.

E. PARTICIPATION IN SPORTS AND GAMES

1. Period of Assocation with Sports and Games

Most boys and girls are assoicated with sports and games from a period of 5-10 years,20 percent boys and 26 percent girls are from 10-15 years and 16 percent boys and

33 percent girls are associated from 1-5 years. Both boys and girls give almost equal importance for sports and games.

2. Participation in Districts/State Level Matches

Respondents participation in Matches are discussed in Table XI

TABLE XI

PARTICIPATION IN DISTRICT/STATE LEVEL MATCHES

No : 60

S.NO.	AGE (in Years)	Number of Matches Attended							
		1		2		3		4 and above	
		Boys %	Girls %	Boys %	Girls %	Boys %	Girls %	Boys %	Girls %
1.	17-19	17	13	17	13	17	17	10	7
2.	19-21	13	17	10	13	13	13	3	7

The above table clearly depicts the extent of participation of boys and girls in state/district level matches. There is more number of participation from boys in the age group of 17-19 years when compared to the age group of 19-21 years. There is more participation from girls in the age group of 17-19 years (7 - 17 percent). The reason for a higher level of participation from boys is

because they tend to be more outgoing, have more stamina and they include such fine skills of participation right from their early childhood. In turn, all their potentialities are exhibited with their very good physical fitness performance which takes an upper hand.

3. Extent of Interest shown Towards Sports and Games

Most of the boys are involved in cricket, volleyball, football, kabadi, hockey, basket ball and atheltics. Girls show more participation in athletics, Kho-Kho, Volleyball, Shuttle Badminton, Ball Badminton and table tennis. Almost 85 percent of boys and 87 percent of girls prefer to be in team games. Nearly 36 percent of girls have represented their intramural activities in the concerned college or univeristy. Only 14 percent boys have taken part in sports and games outside their campus representing their institution. Almost 95 percent of girls are satisfied with the existing training given for sports. Nearly 18 percent boys are not satisfied with their existing training. Only 10 and 12 percent of boys and girls respectively prefer to gain theoretical knolwedge in sports and games. And only 20 percent boys and 10 percent girls aspire to take part in National/International events.

4. Time Spent for Sports and Games

Time spent by the athlets per day for sports and games is given below :

TABLE XII

TIME SPENT BY THE PARTICIPANTS

No : 60

Time Spent by the participants							
S.No	Age (in Years)	1/2 hour		1 hour		More than 1 hour	
		Boys %	Girls %	Boys %	Girls %	Boys %	Girls %
1.	17 - 19	23	17	17	17	20	20
2.	19 - 21	17	20	13	13	10	13

The above table gives an idea about time spent by the participants for sports. The time devoted for participation has been equally divided among the age groups and also between the sexes. The time spent by boys and girls in the age group of 17 - 19 years seem to be more when compared to the age group of 19 -21 years.

5. Habit of Watching Sports Events

Watching sports events are discussed in Table XIII.

TABLE XIII

WATCHING SPORTS EVENTS

No : 60

S.No	Age (in Years)	T.V.		Radio		Magazine		Newspaper	
		Boys %	Girls %	Boys %	Girls %	Boys %	Girls %	Boys %	Girls %
1.	17 - 19	80	77	40	30	55	48	78	73
2.	19 - 21	69	65	32	25	20	25	70	65

The table clearly gives an idea about the interests of the youth in watching sports events through mass media like T.V., Radio, Magazine and newspapers. Television and newspaper seem to have received maximum importance in all the age groups among boys and girls, with respect to watching sports and games. Radio and magazines seems to interest boys and girls more in the age group of 17 - 19 years when compared to the age group of 19 - 21 years. (Figure 4)

F. PARTICIPATION IN CLUBS :**1. Member of the Clubs**

Sixty samples out of 300 are the members of various clubs. The type of clubs and the percentage of the members are figured out here.

Fig.4 Watching Sports Events

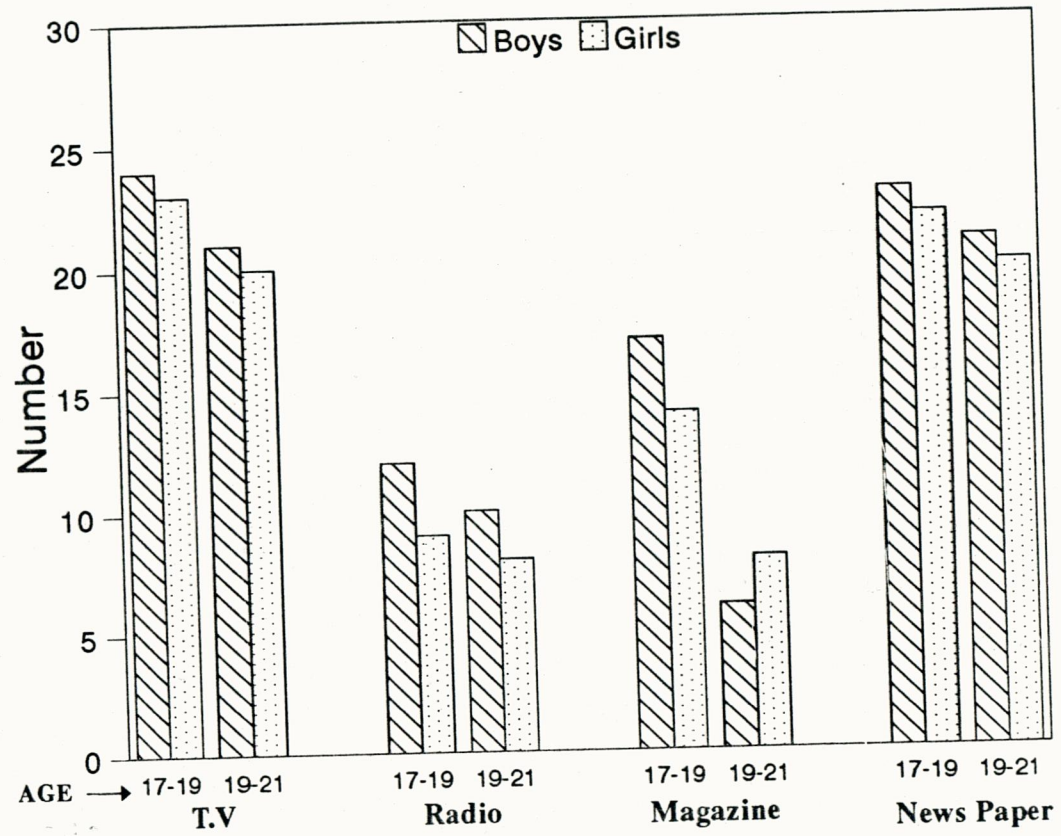


TABLE XIV

MEMBER OF THE CLUBS

No : 60

S.No	Clubs	Percentage	
		Boys	Girls
1.	Rotract	23	60
2.	Lions	60	-
3.	Jaycees	16	-
4.	Unesco	1	30
5.	Music	-	10

Boys are the members in rotract club, Lions club, Jaycees club and UNESCO club except Music club, where as girls' interest is different which is evident from table XIV. The highest percentage goes to Unesco (30 percent) and Music club (10 percent). Lions club seems to have received great interest among the boys and 60 percent of them are in active participation. On the other hand Rotract receives more participation from girls comprising 60 percent and only 23 percent of the selected boys are the Rotract members.

2. Duration of the Membership

Sixty percent of boys and 44 percent of girls have joined the club in their first year of collegiate education. Nearly 20 percent of boys have registered themselves as members into the clubs in their second and third year of graduation. Only seven percent girls are involved in the club activities in second year and 10 percent of them in the third year.

3. Activities of the Club

The activities carried out through various clubs listed by the club members of this study are given below:

TABLE XV

ACTIVITIES OF THE CLUB

S.No.	Activities	No : 60	
		Boys	Girls
1.	Medical camps	83	76
2.	Service to handicapped and poor	76	66
3.	Tree plantation	76	66
4.	Environmental awareness	73	60
5.	Constructing shelters	70	50
6.	Blood donation	50	60
Chi-square value : 1.25		Degrees of freedom : 5	

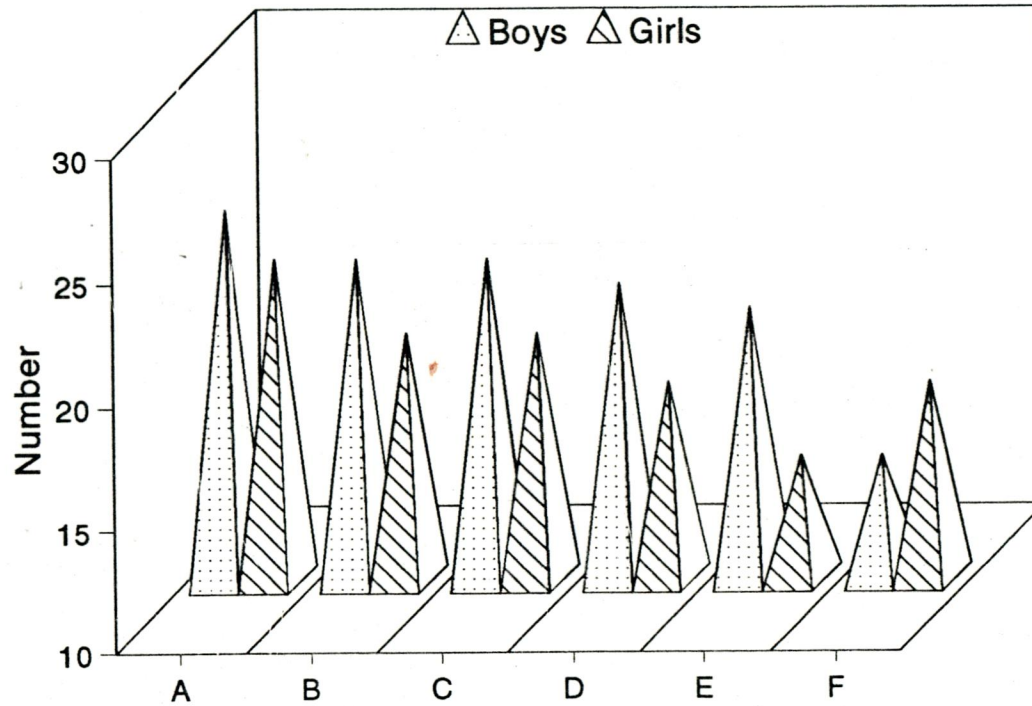
Medical camps, service to the handicapped and poor, tree plantation, environmental awareness, constructing shelters and blood donation are the various services rendered by the club members, as we see from the above table. It is clear that medical camps are carried out by 83 percent boys and 76 percent girls. Efforts to create environmental awareness are more by boys, who constitute nearly 73 percent rather than girls which is only 60 percent. Similarly, service rendered to handicapped and poor, tree plantation and construction of shelters are also carried out by a higher percentage of boys than girls. On the other hand blood was donated by 60 percent of the girls where as only 50 percent of the boys donated blood.(Figure5)

Activities carried out by the members of the various clubs have not been differentiated between sexes, according to the value revealed by the chi-square analysis.

4. Participation in various competitions

Respondents' participation in competitions through the clubs are numbered here.

Fig.5 Activities of the Club



A=Medical Camps B=Services to Handicapped & Poor C=Tree Plantation
D=Environmental Awareness E=Constructing Shelters F=Blood Donation

TABLE XVI

PARTICIPATION IN VARIOUS COMPETITION

No : 60

S.No.	Participation in Various competitions	Percentage	
		Boys	Girls
1.	Rotract	50	63
2.	Lions	67	-
3.	Jaycees	26	-
4.	UNESCO	23	33
5.	Music	-	10

Boys who are members of the Lions club seem to participate in more competitions comprising nearly 67 percent and virtually there is no participation by girls in competitions conducted by Lions and Jaycees Clubs. The girls participation is more in competitions in Rotract club, when compared to boys who constitute only 50 percent. Ten percent of girls participate in Music competitions and there is no participation from boys. Thirty three percent of girls took part in competitions conducted by UNESCO.

5. Participation in Exchange Programme

Out of sixty students, three boys and two girls have taken part in exchange programmes which is a great event in an individual's life.

G. PARTICIPATION IN FINE ARTS

1. Reasons for participation in Fine Arts

Girls have great interest than boys in exhibiting their aesthetic talents. Boys strongly feel that participation in fine arts builds up dynamism when compared with girls. Similarly 40 percent boys are of the opinion that fine arts give a sort of diversion from studies while only 34 percent girls have expressed the same opinion. Six percent of boys and girls have said that it is a way of expressing themselves.

2. Participation in Various Fine Arts

Table XVII shows the kind of activities the respondents take part through fine arts.

TABLE XVII

PARTICIPATION IN VARIOUS FINE ARTS

No : 60

S.No.	Fine Arts	Percentage	
		Boys	Girls
1.	Oration	26	14
2.	Writing	20	7
3.	Dance	17	26
4.	Drama	14	17
5.	Instrumental play	10	13
6.	Vocal	7	20
7.	Painting	6	3

Chi-square value : 6.61

Degrees of freedom : 6

The above table clearly pictures that oration is the main activity in which 26 percent of boys exhibit their talents. And the same percent of girls give their fullest interest and participation in dance. Girls show more involvement in instrumental play than boys. Painting has gained only a little importance among both the sexes. Nearly 20 percent boys have a very deep flair for writing while only seven percent girls participate in writing. Drama

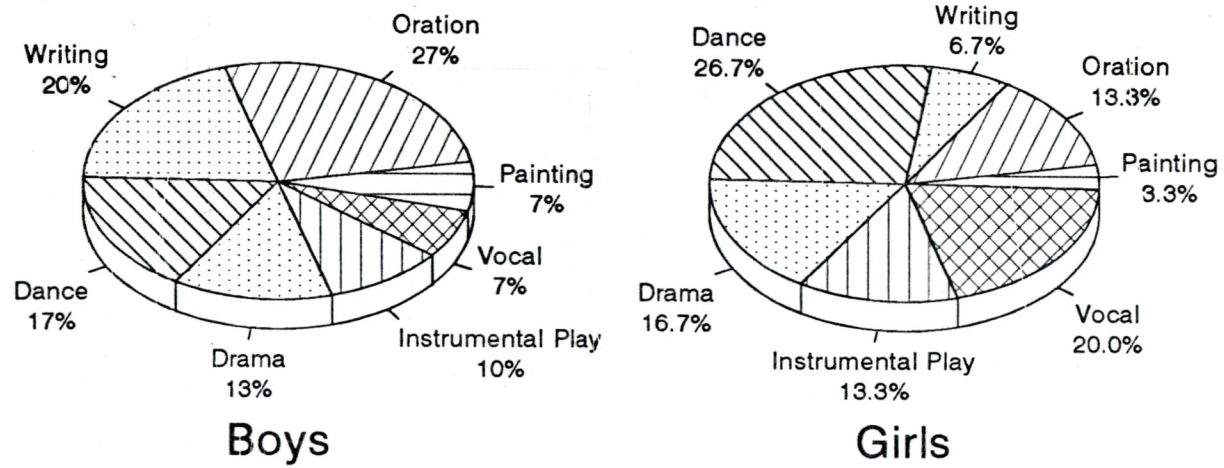
and music (Vocal) are other activities performed both by boys and girls, where girls' participation and involvement is high when compared to boys. (Figure 6)

Chi-square analysis indicates that both boys and girls have equal involvement in various activities of fine arts.

3. Extent of participation in Fine Arts

Almost all the boys and girls have taken part in various competitions held outside their institution. Only two percent of the respondents have not yet exhibited their performance outside their campus. Twenty three percent boys and 26 percent girls have organisational ability with respect to fine arts. Twelve percent of boys and girls are aspiring to have their career in the field in which they are involved at present. The rest feel that participation in fine arts is only a sort of diversion from studies and strongly expressed that it is not an "Income Generating Activity".

Fig.6 Participation in Various Fine Arts



V. SUMMARY AND CONCLUSION

The study on "**Preference and Participation of Youth in Extra-Curricular Activities**", was carried out in three colleges namely Sri Ramakrishna Mission Vidyalaya, Government Arts College and Avinashilingam Deemed University situated at Coimbatore. A questionnaire was formulated by the investigator having general information, preference of Youth in extra-curricular activities, participation in NCC, NSS, Sports and Games, Clubs and Fine arts.

The objectives of the study was

- (i) To find out the preference and participation of youth in extra-curricular activities and
- (ii) To propogate among the youth about the role of extra-curricular activities in youth's development by publishing the findings.

Findings

A. General Information of the subjects

- (1) Nearly 88 percent of respondents are in the age group of 17 - 19 years.

- (2) Fifty nine percent of them are belong to nuclear family.
- (3) Sixty eight percent of the respondents came from small families.

B. Preference Towards Extra-Curricular Activities

- (1) Thirty percent of girls and 37 percent of boys preferred the activities with full interest and rest had partial interest.
- (2) Diversion from the study (69 percent and 65 percent of boys and girls respectively) and better health and knowledge (65 percent and 49 percent boys and girls are respectively) the reasons given by many of the respondents.
- (3) To get commissioned in defence (87 percent), serve the society/community (83 percent), keep the body and mind fit (100 percent), service to the community (50 percent) and channelise the potentialities (100 percent) are the main reasons given by the participants for the preference towards NCC, NSS, Sports and games, Clubs and Fine arts.
- (4) Apart from all the sources of motivation, 50 percent of boys and 22 percent girls have their own ambition.

Summary and Conclusion

- (5) Fifty percent of boys and girls are willing to have extra-curricular activities as part of their curriculum.

C. Participation in NCC

- (1) Ninety percent boys and 60 percent girls opine NCC is the best youth organisation which prepares the youth for career.
- (2) Institutional training and camp training are the activities carried out by NCC which is fully undergone by the subjects of this study.
- (3) More than four camps are attended by 60 percent of boys and 77 percent of girls attended more than three camps.
- (4) Eighty percent boy cadets and 47 percent girl cadets reported that the knowledge regarding defence is improved by being in NCC, which would be of help in career choice.
- (5) Fifteen and 13 percent of boy and girl cadets respectively attended the Republic day parade at Delhi.
- (6) NCC Director General's scholarship is received by four percent and eleven percent of boys and girl cadets respectively.

- (7) Girl cadets hold better ranks (leadership position) than the boy cadets.
- (8) All the cadets of both sex are involved in adult education, Jathas, traffic control, blood donation, tree plantation, flood relief measures, eye donation, service to the aged and disabled are the other services rendered by the selected NCC cadets in this study.

D. Participation in NSS

- (1) Acquire leadership qualities (50 percent boys and 42 percent girls) and gain skill in mobilising community participation (48 percent boys and 52 percent girls) are the objectives of being in NSS by most of the NSS volunteers.
- (2) Most of the boys and girls prefer to attend special camp in order to achieve targets. Thirty percent and 43 percent of girls and boys respectively attended three camps.
- (3) Twelve percent of boys and 20 percent of girls wanted to attend camp to propogate population education, and community organisation.
- (4) Fifty percent of the girl and boy volunteers engaged in creating environmental awareness and health and nutrition education.

- (5) Opportunity to work in a group (15 percent boys and 17 percent girls) and conduct of medical camp (15 percent boys and 22 percent girls) are the major achievements by the volunteers.
- (6) One percent of boys and two percent of girls attended republic day parade held at New Delhi.
- (7) One percent of boys and four percent of girls had been awarded as a best volunteer.
- (8) Seventy six percent of boys and 80 percent of girls have rendered service to the community by mass literacy programme. Seventy three and 80 percent of boys and girls respectively helped the community in income generating activities. Celebration of national days by 90 percent of boys and 93 percent of girls felt that through this they serve to the Nation.
- (9) Sixty percent of girls and 20 percent of boys have strongly agreed that NSS inculcates leadership qualities.

E. Participation in sports and games

- (1) Most boys and girls are associated with sports and games from a period of 5 - 10 years.

- (2) In the age group of 17 -19 years, 61 percent boys and 50 percent girls participated in district/State level matches.
- (3) Almost 85 percent of boys and 87 percent of girls prefer to be in team games.
- (4) Nearly 36 percent of girls and 14 percent of boys represented their institution of various matches outside their campus.
- (5) Ninety five percent of girls are satisfied with the existing training given for sports.
- (6) Only 10-12 percent of boys and girls prefer to gain theoretical knowledge in sports and games.
- (7) Twenty percent boys and 10 percent girls aspire to take part in national/international events.
- (8) Nearly 40 percent of boys among both the age groups (17 - 19 and 19 - 21 years) devote more than an hour for physical activity when compared to girls (37 percent).
- (9) Television and newspaper are the most attractive media for boys and girls to gain informations regarding sports and games.

F. Participation in Clubs

- (1) Sixty percent of girls are the members of rotract club and 60 percent of boys are the members of lions club.
- (2) Seven percent of girls and 20 percent of boys have registered as members of the club.
- (3) Medical camp and service to the handicapped and poor are the prime activities by the club members (83 percent boys and 76 percent Girls)
- (4) Sixty seven percent of boys have taken part in competitions conducted by lions club and 63 percent of girls have taken part in rotract club competitions.
- (5) Ten percent boys and six percent girls participated in youth exchange programme.

G. Participation in Fine Arts

- (1) Girls have great interest than boys in exhibiting their aesthetic talents.
- (2) Twenty six percent of boys exhibit their talents in oration and similar number of girls are fully interested in dance.
- (4) Twenty three percent of boys and 26 percent of girls have organisational ability with respect to fine arts.

RECOMMENDATIONS

1. Workshops at the regional level be conducted to discuss the issue of incorporating extra curricular activities in the curriculum.
2. Extra curricular activities should have two aspects theory, may be uniform from Kashmir to Kanyakumari and practicals depending upon the needs of the surroundings.
3. International exchange programmes should be organised to all fields of extra curricular activities to promote universal brotherhood.
4. Sufficient Publicity to be given by AIR, Doordharshan and news paper about the significance of extra curricular activity.
5. The grades certificates of extra curricular activities to be considered in selection of jobs and higher education.
6. Translation of good books regarding extra curricular activities from one language to another be encouraged.

7. Extra curricular work to be shown in the time table in schools and colleges.
8. Funds to alloted in the UGC grant for execution of extra curricular activities.

Appendices

APPENDIX

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

PROFORMA TO ELICIT INFORMATION ON PREFERENCE AND PARTICIPATION OF YOUTH IN EXTRA-CURRICULAR ACTIVITIES

A. GENERAL INFORMATION

- i. Name of the Respondent :
- ii. Name of the Interviewee :
- iii. Address of the Respondent:
- iv. Sex :
- v. Age :
- vi. Ordinal Position :
- vii. Religion :
- viii. Community/caste :

3. List out your preference to participate in extra-curricular activities.

S.No.	Extra-curricular Activities	Reasons
-------	-----------------------------	---------

4. What is the source of motivation to take part in extra-curricular activities?

S.No.	Sources
-------	---------

5. How long have you been associated with extra-curricular activities?

Yes	No	Age
-----	----	-----

6. Can the extra-curricular activities be part of the curriculum.

Yes	No	Why	How
-----	----	-----	-----

C. PARTICIPATION IN NATIONAL CADET CORPS (NCC)

1. What is your opinion about NCC?

2. What are the activities that are carried out through NCC?

a.

b.

c.

d.

e.

3. Have you attended any camps?

Yes

No

Number

4. What have you gained by being a cadet?

5. What is your cadre at present in NCC?

6. Being a cadet what are the services would you like to render to

S.No.

Community

Society

Nation

D. PARTICIPATION IN NATIONAL SERVICE SCHEME (NSS)

1. What is your opinion about NSS?

2. Have you participated in any Camp?

Yes No Number

3. Do you prefer ^{to} attend more camps?

Yes No Reasons

4. What activities were carried out in NSS?

a.

b.

c.

d.

5. What have you gained by being in NSS?

6. Being a NSS volunteer what are the services would you like to render to the

S.No. Community Society Nation

7. How far have you been successful in reaching the masses?

8. Do you feel proud to be an NSS volunteer?

E. PARTICIPATION IN SPORTS AND GAMES

1. How long have you been associated with sports and games?

2. Have you participated in District/State level matches?

Yes No Number

3. What are the sports and games do you take part the most?

4. Do you prefer to be in team games?

5. Have you represented your university team?

Yes No Number

6. Are you satisfied with the existing training given for sports?

Yes No

7. Do you prefer to gain more theoretical knowledge in sports and games?

Yes No

8. Do you aspire to take part in National/International events?

Yes

No

9. How much time do you spend for sports and games every day?

10. Do you have the habit of watching sports events in

S.No.	Sources	Yes	No
1.	T.V.		
2.	Radio		
3.	Magazine		
4.	Newspaper		

F. PARTICIPATION IN CLUBS

1. Are you a member of any of the following clubs?

- a. Rotract
- b. Lions
- c. Jaycees
- d. UNESCO
- e. Others (Specify)

2. When did you join this club?

3. What are the activities carried out through the club?
4. Have you participated in any of the competition conducted in your club?
5. Have you participated in any exchange programmes outside the country?

G. PARTICIPATION IN FINE ARTS

1. What is your opinion about participating in fine Arts?
2. Do you take part in the following activities?
Drama/Vocal/Dance/Oration/Writing/Painting/Instrumental
play
3. Have you participated in competitions outside the University/College?
4. Have you had the experience of organizing such programmes?
5. Do you wish to choose your career in this field?

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