

**PERSONALITY DEVELOPMENT OF THE STUDENTS
THROUGH SERVICE LEARNING:
A STUDY ON NATIONAL SERVICE SCHEME (NSS)**

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Abstract:

The United Nation has recognized that young people are a major human resource for development and key agents for social change, economic growth and technological innovation. Participation in decision making is a key priority area of the United Nations agenda on youth. The idea of National Service Scheme (NSS) was conceived in 1969 to involve the youth in constructive service. NSS volunteers work in adopted villages, colleges, school campuses and in urban slums for serving the cause of society such as environmental protection, health literacy etc. Present study has been done on the volunteers of NSS of Kakatiya University. Young people have opportunities to participate in civic life through volunteerism, community service and service-learning. They often set up interest foray and discussion groups to exchange ideas and inspire each other to take action in their respective communities.

Keywords: *Service- learning, youth, personality development and community participation.*

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INTRODUCTION-I:

India is a country of youth, as it accounts more than 52 percent of the total population as per 2011 census report. They constitute the vital and vibrant human resources of the nation but their representation in the administration and development effort of the country and states are less than the expectation. They have a right, as well as obligation to participate actively in national development and in shaping the destiny of the nation which is the point of fact, their own destiny. The problems of the youths are many and their aspirations are also naturally high, in a country with a great past and greater promise for the future. The need, therefore, is to create increasing opportunities for them to develop their personality and their functional capability and this make them economically productive and socially useful. The future destiny of India lies with the strong, active and dedicated role of youth (Census Report-2011).

A. The Origin of NSS:

The National Service Scheme, popularly known as the NSS, is a major youth activity intended to engage the students of colleges and universities in community service on a voluntary basis. It was launched in 1969 on the birth centenary of Gandhiji, who conceived the idea of involving youth in constructive service. The Government of India from 1948 onwards worked on the idea and entrusted to a number of committees and experts the task of designing an appropriate student programme or a package of activities for the student. The University Grants Commission, headed by S. Radhakrishnan, recommended the introduction of national service in academic institutions. In 1959, the C.D.Deshmukh Committee recommended compulsory national service for all students for a period between nine months and one year. In 1960 K.G. Saiyidain studied student national service in various countries at the instance of the government of India and submitted a detailed report entitled National Service for the Youth (1961). The Education Commission headed by D.S. Kothari was appointed in 1964. Its recommendation that students at all stages should be associated with some form of social service was accepted by the conference of the state education ministers in 1967, with minor changes. The voluntary nature of the scheme and association of students at all stages of education with some kind of social service, both these propositions constitute the ideological base of the N.S.S. The character of the scheme, with its aims of high social returns in the form of human resource development, is participatory (NSS Manual 2006).

The NSS experience sensitizes the teachers and the students of social reality (Hans, 1995). Each college should have a minimum of one unit comprising not less than 100 student volunteers led by a teacher who is designated as programme officer (PO). The PO plays a pivotal role as an educator, organizer, co-ordinator, supervisor, administrator and public relation person. He/she also has to perform complex tasks of human engineering and adolescent psychology (Saiyidain, 1961). N.S.S. volunteers have to spend 120 hours in regular activities in adopted villages, colleges, school campuses and urban slums, during weekends or after college hours, during one academic year (N.S.S. Manual, 2006). They have to participate in a special camp for seven days in adopted villages or urban slums during vacations by involving local communities in specific projects (N.S.S. Manual, 2006).

B. Strength of NSS:

NSS, under the Ministry of Youth Affairs & Sports Govt. of India, has started in 37 Universities involving 40,000 students. Today, NSS has more than 34 million student volunteers on its roll spread over 302 Universities and 42 (+2) Senior Secondary Councils and Directorate of Vocational Education all over the country. From its inception, more than 4.2 crores students from Universities, Colleges and Institutions of higher learning have benefited from the NSS activities, as student volunteers. (MoYA&S-2012).

The Andhra Pradesh has 3.3 lakh volunteers in 36 universities and Kakatiya University has 36,000 volunteers of 360 units spread from Basara (Saraswathi temple), Warangal (Bhadrakali temple) to Bhadrachalam (Sree Rama temple) i.e., Adilabad, Warangal and Khammam districts under Kakatiya University jurisdiction of Andhra Pradesh (Suresh Lal-2013).

C. Aims:

NSS aims at academic expansion and personality development of the students through community service. The overall objective of National Service is Educational. This objective is attained through the service to the community.

D. The Motto:

Watchword of the NSS is “*Not Me But You*”. It underlines that the welfare of an individual is ultimately dependent on the welfare of society on the whole. This express the essence of democratic living and upholds the need of selfless service and

appreciation of the other man's point of view and also consideration for fellow human beings.

OBJECTIVES OF THE STUDY-II:

1. To focus on service learning and its importance in present day scenario,
2. To promote community service among college students,
3. To create awareness among public on various socio-environment-health issues through volunteers and
4. To make use of various skill development programmes for personality development of students.

HYPOTHESES-III:

- A. H_{01} : There is no significant difference between the service learning and personality development.
- B. H_{02} : There is no significant difference among NSS volunteers and Non Volunteers in the leadership qualities, group living and attitude change and positive related issues.
- C. H_{03} : There is no positive relationship between socio-environment-health issues and NSS programs.

MAJOR FIVE APPROACH-IV:

NSS attempts to establish meaningful linkages between

- a. University and Society
- b. Campus and Community
- c. College and Village
- d. Knowledge and Action
- e. Pen and Pickaxe

National service scheme volunteers have developed such creative thoughts on society, where they serve and create awareness among the public.

- Understand the community in which they work
- Understand themselves in relation to their community

- Identify the needs and problems of the community and involve them in problem solving process.
- Develop among themselves a sense of social and civic responsibility
- Utilize their knowledge in finding practical solution to individual and community problems
- Develop competence required for group-living and sharing of responsibilities
- Gain skills in mobilizing community participation
- Acquire leadership qualities and democratic attitude
- Develop capacity to meet emergencies and natural disaster and
- Practice national integration and social harmony.



MAJOR THREE ACTIVITIES IN SPECIAL CAMPAIGN PROGRAMME-V:

- a) Socio-Physical Activities
- b) Intelligence- Activities
- c) Psycho-Cultural Activities

Socio-
Physical
Activities

Intelli-
gence
-
Activities

Psych
o-
Cultur
al
Activities

A. Volunteer/ Personal benefits:

- Build self-knowledge as the basis of leadership to facilitate others through change
- Strengthen communication skills which are key to making an effective case for change
- Learn the theory and principles behind citizen-led and asset-based approaches and how to integrate these into your work
- Develop facilitation skills and tools to use in various community development situations
- Strengthen competencies to analyze how different world views influence development and social change
- Develop values and attitudes that nurture a culture of peace and non-violence
- Engage in an analysis of the inter-sectionalities between power, poverty, health, caste, gender equality and environmental sustainability
- Gain a greater understanding of the complexities and principals involved with multi-sector and multiple-actor collaboration and working in partnerships
- Explore local efforts to create, maintain, and strengthen citizen-led and community-driven development and grassroots campaigns for policy change
- Become connected with a growing network of peers from around the world working for development and social change.
- All volunteers shall work under the guidance of a group leader nominated by the NSS Programme Officer.
- They shall make themselves worthy of the confidence and co-operation of the group community leadership
- They shall scrupulously avoid entering into any controversial issue

- They shall keep day-to-day record of their activities / experience in the diary and submit to the group leader / Programme Officer for periodic guidance
- It is obligatory on the part of every volunteer to wear the NSS BADGE while on work

B. Organizational Benefits:

- Gain insights into new thinking and innovations in development and social change practice
- Develop vision and leadership approaches which lead to innovation and social change
- Integrate new analysis and strategies into education and organizing for development and social change
- Enhance performance in areas such as gender equality, disability, human rights and the environment
- Contribute to campaigns for changes in social policy and practices
- Connect with regional and transnational networks working toward development and social change.

RESULTS AND DISCUSSION-VI:

The paper focuses the theoretical foundation of the NSS and finds out the results of empirical data to develop a sense of social and civic responsibility. It inculcates the group living and sharing, leadership qualities and democratic attitude and develops the capacity to meet emergencies and natural disasters and promotes national integration and social harmony. It stimulates scientific temper among the youth for polio free society. It creates awareness of civil, political and women rights and environmental, health protection and prevention of HIV/AIDS. Present study has been done on 200 volunteers on various socio-economic, health, environmental, literacy, peace and developmental issues and their responses has been analyzed using different statistical tools to make strong relationship with cause and effect. The energy of youth may be utilized in positive direction for building a strong and healthy nation.

National service Scheme provides diversified opportunities to students in colleges and universities to develop their personality through community services. Community services

rendered by University level students have covered several aspects like adoption of villages for intensive development work, mass tree plantation, blood donation, pulse-polio (vaccination), skill development training programme, youth leadership training programme, voter's enrollment, self-defense training, technology transfer programmes, technologies for rural development, various training programmes for self-help groups, youth festivals and rural youth etc., Considering the benefits Kakatiya University has made NSS Compulsory at UG level for the first two years.

The following hypotheses have been design and tested to make accurate relationship between cause and effect.

A. Null Hypothesis

H₀₁: There is no significant difference between the service learning and personality development. The results of chi-square test are as follows:

The computed value of chi-square is greater than its corresponding critical value. As such, the null hypothesis is rejected. Therefore, it may be concluded that the service learning promotes personality development of the students.

Sam ple size	D.F	Signifi cance Level	Computed value of Chi-square	Critical value of chi-square
200	27	0.05	102.619	0.000

An attempt is made to study the relationship between the service learning and personality development of the students.

B. Null Hypothesis

H₀₂: There is no significant difference among NSS volunteers and Non Volunteers in the leadership qualities, group living and attitude change and positive way of thinking. Null hypothesis-2 has been tested with the help of Pearson Chi-square and the results are as follows:

Sample size	D. F	Significa nce Level	Computed value of Chi- square	Critical value of chi- square
200	36	0.05	72.023	0.364

Since the computed chi-square value is significant at 5 per cent level, the null hypothesis is rejected and as such it may be concluded that NSS volunteers significantly differ regarding the leadership qualities, group living and attitude change and positive way of thinking. An attempt is made to examine the relationship among the NSS volunteers and Non- volunteers in the colleges.

C. Null Hypothesis

Ho₃: There is no positive relationship between socio-envirom-health issues and NSS programs is concerned. Null hypothesis-3 has been tested with the help of Pearson Chi-square and the results are as follows:

There is no significant difference between villages so far as possession of vehicles is concerned. Null hypothesis-3 has been tested with the help of Pearson Chi-square and the results are as

follows:

Sample size	D.F	Significance Level	Computed value of Chi-square	Critical value of chi-square
200	36	0.05	54.823	0.023

Since the computed value of chi-square is greater than its corresponding critical value, the null hypothesis is rejected. As such, it may be concluded that there is significant difference between the social, environmental and health issues and NSS programs for students is concerned.

The study find out various development of Impact of volunteers: Some of the salient features are:

- 98 percent of the volunteers got awareness on societal issues.
- 98 percent of colleges adopt villages for their regular and special campaign programmes.
- 78 percent volunteers of downtrodden communities and minorities got an opportunity to participate in national level programmes.
- 99 percent volunteers have participated immunization services against the 6 diseases.
- 68 percent volunteers participated in plantation programs.

- Volunteers are engaged in varieties of shramadan works and help rural families to get more income from their day to day activities, where investment is low and income is high.
- Increase in self-confidence and self-esteem.
- Increase in awareness levels about the society and community. Voluntary participation in community activities like laying roads, planting trees conserving environment, construction of water harvesting structures, donations to the victims of natural calamities helping to reduce crime against girls & women, campaign against eradication of social evils like dowry, child marriages, untouchability, AIDS, rescue and rehabilitation of orphaned children, counseling adolescent girls, support to widows and destitute are a few to mention.

NSS volunteers learning from the past experiences are walking through the present are marching ahead for a bright future. Government of India and Telangana State have rightly realized that the involvement of the youth students volunteer in development will speed up attainment of *Make India and Bangaru Telangana* and realizing the Vision indeed.

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