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CHAPTER-V

SUMMARY, FINDINGS,
RECOMMENDATIONS AND CONCLUSION

“In literature and in life we ultimately pursue, not conclusions, but beginnings.”
— Sam Tanenhaus

5.0 INTRODUCTION

The aim of any research is to find out an appropriate answer to the problem undertaken and the answer is stated in the form of findings. The investigator has undertaken the present research work to achieve certain objectives leading to highlight the Significance of National Cadet Corps Programme towards the promotion of Citizenship training, Leadership Skills, Personal Value, National Value, Goal Achievement Behaviour among the Higher Education Students of Chennai and Puducherry. This chapter highlights the most important part of the research work, the summary and findings. Recommendations based on the findings of the study and suggestions for further research studies are also presented in this chapter.

5.1 RESEARCH QUESTIONS

The following were the research questions of the study that made the investigator to proceed in the research direction.

- Will the National Cadet Corps Programme and its training have impact on the Higher Education Students Behaviour Pattern?
- Whether the College Students possess certain skills and positive behaviour like Leadership Skills, Personal Value, National Value, and Goal Achievement Behaviour to attain success towards their life?
- Do this Skill and Positive behaviour is common to the students National Cadet Corps and Non-NCC Students?
- Do this Skill and Positive behaviour motivate them to be a good citizen with patriotic attitude and to lead a peaceful life?
5.2 SUMMARY OF THE STUDY

The objectives of the study were to find out the “Citizenship Education through National Cadet Corps. It is a comparative study among the National Cadet Corps (NCC) Students and Non-NCC Students of Higher Education as well as Chennai and Puducherry City. The researcher used Survey method in order to collect data from the College Students. The researcher chose the Normative Survey method. Independent variables of the study were Citizenship Training and the dependent variables comprised Leadership Skills, Personal Value, National Value, and Goal Achievement Behaviour.

To find out the Significance of “Citizenship Education through National Cadet Corps, the researcher selected the National Cadet Corps (NCC) Students and Non-NCC Students of Higher Education from Chennai and Puducherry. Disproportionate Stratified Random sampling technique was used to draw the sample. The researcher used both the standardized tools and tool prepared by him. The standardised tools are Personal Value Questionnaire (PVQ) was developed and Standardized by Dr. (Mrs.).G.P.Sherry and Prof.R.P.Verma (1998). Value of Spirit of Nationality (VSN) was developed and Standardized by Vinaya Ransing, Joyti Shiwalkar and Vrinda Joglekar (2010). Leadership Skills Questionnaire (LSQ) was constructed and validated by the investigator with the guidance of the Experts and with his research supervisor. Goal Achievement Behaviour Inventory (GABI) by Susan Barkman and Krisannan (2012). Purdue University, Indiana, United States was Adopted and Modified by the Investigator. These tools were used to collect data.

Tools were administered for both Women Educationists and Women Entrepreneurs. The data was collected from the National Cadet Corps (NCC) Students and Non-NCC Students of Higher Education from Chennai and Puducherry through normative survey method. The data thus collected was analyzed by using Mean, Standard Deviation, and ‘t’ test, f-test (ANOVA), Correlation Analysis and Regression Analysis. After statistically analyzing the data the results were drawn and this implied that there is a significant difference
between National Cadet Corps (NCC) Students and Non-NCC Students of Higher Education from Chennai and Puducherry. Thus the researcher tested the hypotheses and analyzed the findings of the Study entitled “Citizenship Education and National Cadet Corps Programme: A Comparative Study among the NCC and Non-NCC Higher Education Students of Chennai and Puducherry”.

5.3 FINDINGS OF THE STUDY

After statistical analysis, the results were drawn and all the results were disarrsed appropriately and the findings are thus listed below.


- NCC and Non-NCC Higher Education Students of Chennai and Puducherry significantly differed in Personal Values with respect to the Religious, Aesthetic, Economic, Knowledge, Hedonistic, Social, Democratic, Family Prestige and Power Values. They do not differ with respect to Health Value.

- NCC and Non-NCC Higher Education Students of Chennai significantly differed in Personal Values with respect to the dimensions Religious, Aesthetic, Economic, Knowledge, Hedonistic, Social, Democratic, Family Prestige and Power Value. They do not differ with respect to Health Value.

- NCC and Non-NCC Higher Education Students of Puducherry significantly differed in Personal Values with respect to the dimensions of Social, Aesthetic, and Power. They do not differ in Religious, Economic, Knowledge, Hedonistic, Democratic, Family Prestige and Health Value dimensions.

- Gender has no influence with respect to 8 dimensions except Aesthetic & Power Values.
There is significant difference with respect to Year of Study, Stream of Subject, Parent’s Educational Qualification, Parent’s Annual Income and Locality.

Type of Institution has no impact with 6 dimensions except Democratic, Aesthetic, Economic & Power Values.

Higher Education Students of Chennai and Puducherry significantly differed in National Value with respect to the following dimensions: Love for Country, Brotherhood, Unity, Justice, Equality, Sociality and Cultural Heritage.

NCC and Non-NCC Higher Education Students of Chennai and Puducherry significantly differed in National Values with respect to the dimensions: Love for Country, Brotherhood, Unity, Justice, Equality, Sociality and Cultural Heritage.

NCC and Non-NCC Higher Education Students of Chennai significantly differed in National Values with respect to the dimensions Love for Country, Brotherhood, Unity, Justice, Equality, Sociality and Cultural Heritage.

NCC and Non-NCC Higher Education Students of Puducherry significantly differed in National Values with respect to the dimensions viz., Love for Country, Brotherhood, Equality, Sociality, Cultural Heritage except Unity and Justice.

Gender, Stream of Subject, Type of Institution and Parent’s Annual Income have no influence with respect to National Value.

Year of Study, Parent’s Educational Qualification, Locality – have significant difference with respect to National Value.

Higher Education Students of Chennai and Puducherry significantly differed in Leadership Skills with respect to the dimensions of Administration Skill, Interpersonal Skill, Conceptual Skill, Managerial Skill, and Decision Making Skill.

NCC and Non-NCC Higher Education Students of Chennai and Puducherry significantly differed in Leadership Skills with respect to
the dimensions of Administration Skill, Interpersonal Skill, Conceptual Skill, Managerial Skill, and Decision Making Skill.

- NCC and Non-NCC Higher Education Students of Chennai significantly differed in Leadership Skills with respect to the dimensions of Administration Skill, Interpersonal Skill, Conceptual Skill, Managerial Skill and Decision Making Skill.

- NCC and Non-NCC Higher Education Students of Puducherry significantly differed in Leadership Skills with respect to the dimensions of Administration Skill, Interpersonal Skill, Conceptual Skill, Managerial Skill and Decision Making Skill.

- Gender, Year of Study and Type of Institution have no significant difference with respect to Leadership Skills. Whereas Stream of Subject, Parent’s Educational Qualification, Income and Locality have a significant difference.

- Higher Education Students of Chennai and Puducherry differed significantly in Goal Achievement Behaviour with respect to the following dimensions: Goal Construction, Goal Acceptance and Goal Motivation but they do not differ in Goal Preparation and Goal Accomplishment.

- NCC and Non-NCC Higher Education Students of Chennai and Puducherry significantly differed in Goal Achievement Behaviour with respect to the dimensions Goal Preparation, Goal Construction, Goal Acceptance, Goal Motivation and Goal Accomplishment.

- NCC and Non-NCC Higher Education Students of Chennai significantly differed in Goal Achievement Behaviour with respect to the dimensions: Goal Preparation, Goal Construction, Goal Acceptance, Goal Motivation and Goal Accomplishment.

- NCC and Non-NCC Higher Education Students of Puducherry significantly differed in Goal Achievement Behaviour with respect to the dimensions: Goal Preparation, Goal Construction, Goal Acceptance, Goal Motivation and Goal Accomplishment.
Gender, Year of Study, Stream of Subject, Type of Institution and Locality have no significant difference with respect to Leadership Skills. Whereas, Parent’s Educational Qualification and Income have a significant difference.

There exists positive correlation between Leadership Skills and Goal Achievement Behaviour, Leadership Skills and National Value, Goal Achievement Behaviour and National Value. It shows that the enhancement of Leadership and Goal Achievement Behaviour may result in the enhancement of National Value.

There exists a significant relationship (while calculating the Coefficient of Determinance $R^2 = 0.645$) with the Leadership Skill, Goal Achievement Behaviour and National Value (Goodness of Fitness among the Regression Model is 64.5%) among the NCC and Non-NCC Higher Education Students of Chennai and Puducherry.

5.4 DISCUSSION

In the present day situation values are very important in life. Values and various skills such as Leadership skills and Goal achievement behavior are essential to lead the life peacefully. Along with these qualities and values we need to know about our country and all should have the Patriotic feeling. All these Values and skills are provided through Citizenship Education. National Cadet Corp Programme in our country is provided through Schools and Colleges where they get citizenship Education.

Ikedianya (1998) sees citizenship education as a conscious process of inculcating certain values, habits, skills and attitudes which the society considers desirable and essential for its survival as a unit and for its development. Our Ex-Prime Minister Dr. Manmohan Singh on 28 Jan 2014 in New Delhi: said the National Cadet Corps (NCC) has brought together people from diverse backgrounds, religions, cultures and languages and inculcated in them the common values of humanism,
patriotism and selfless service, this goes in hand with the result of my study were the NCC students have high National Value and personal Value.

**Our Prime Minister Narendra Modi** called National Cadet Crops a mini-India and he added it displays the unity in diversity that is India’s strength. The implication is that citizenship training inculcates in a citizen right kind of values or orientation towards contributing to national development. This is confirmed with my finding were higher Education Students of Chennai and Puducherry significantly differed in National Value with respect to the following dimensions: Love for Country, Brotherhood, Unity, Justice, Equality, Sociality and Cultural Heritage.

NCC and Non-NCC Higher Education Students of Chennai and Puducherry significantly differed in Personal Values with respect to the Religious, Aesthetic, Economic, Knowledge, Hedonistic, Social, Democratic, Family Prestige and Power Values. They do not differ with respect to Health Value, this is in accordance with *(Nair, R. Sukumaran 1982)*, and there was significant difference between NCC and Non-NCC students in their personality.

**Avril Keating (2015)** argues that school activities can have a lasting and independent impact on youth political engagement and provides support for the continuation of education through citizenship, as well as about citizenship. **Jennifer (2009)** the purposes and practices of civic education closely reflected in their changing thinking and performance of citizenship over time. It also show that Pakistani students acquire knowledge and learn values in schools, they do not learn the skills such as problem solving, decision-making and values required for effective participation in democratic life *(Bernadette, L. 2005)*, These are in agreement with the current research work NCC significantly differed in Personal Values with respect to the dimensions Religious, Aesthetic, Economic, Knowledge, Hedonistic, Social, Democratic, Family Prestige and Power Value. They do not differ with respect to Health Value. *(Veera.V 2012)*, Results indicate that self-enhancement Personal values like power; security and pleasure-seeking while providing subjective wellbeing may cause deficient psychological wellbeing of Non –NCC students. This is in harmony with findings of my research.NCC
significantly differed in Personal Values with respect to the dimensions Religious, Aesthetic, Economic, Knowledge, Hedonistic, Social, Democratic, Family Prestige and Power Value. They do not differ with respect to Health Value.

But few studies do not have the significant effect with respect to citizenship Education and locality, Shampa Biswas (2005) the diasporic challenge of the nation-state invites for a re-conceptualization of the concept of ‘territory’, and raises serious questions about the nature of ‘citizenship and democracy’ in this increasingly interconnected world. The concept in the U. S, is highly individualistic culture, students are willing to endorse civic actions as actions arising from personal values (Ian Williamsona 2003). These studies are not in accordance with my findings were higher Education Students of Chennai and Puducherry significantly differed in Personal Values with respect to the Dimensions of Religious, Aesthetic, Economic, Knowledge, Hedonistic and Power Values. They do not differ in Social, Democratic, Family Prestige and Health Values. This shows that the students have patriotic feeling and citizenship belongingness.

Ezegbe, B. (2014) found that insufficient citizenship training is the cause of social problems is seen. Sufficient citizenship training through social studies education will facilitate the citizens have knowledge of their fundamental human rights and other ideals of democracy and respect same towards national development. This study is in accord with my finding, NCC and Non-NCC Higher Education Students of Chennai and Puducherry significantly differed in National Values with respect to the dimensions: Love for Country, Brotherhood, Unity, Justice, Equality, Sociality, and Cultural Heritage.

NCC and Non-NCC Higher Education Students of Chennai and Puducherry significantly differed in National Values with respect to the dimensions: Love for Country, Brotherhood, Unity, Justice, Equality, Sociality and Cultural Heritage. The result of my research is in pace with (Shah-2002) Knowledge of National value of the students of secondary school of Ahmedabad city was at common level and Positive Effects was found in the National value Education program. Swarna Rajagopal (2007) the article concludes by saying the demographical variables
do not influence the National value, i do accept this, my findings goes in hand with him Gender, Stream of Subject, Type of Institution, Parent’s Annual Income have no influence with respect to National Value.

NCC Students significantly differed in Leadership Skills with respect to the dimensions of Administration Skill, Interpersonal Skill, Conceptual Skill, Managerial Skill and Decision Making Skill than the Non- NCC students. Desna L. Wallin (2006), this study also suggests that interpersonal skill and decision making qualities in leadership skill meet the challenges of today’s increasingly complex colleges and differ from students in NCC.

Bill Ryan et al., (2009) the analysis shows that significant differences between leadership competencies necessary for success versus hotel general managers’ age and education. Between leadership competencies needed and hotel general managers’ no significant differences were found in gender. This work is in agreement with my findings. Gender, Year of Study and Type of Institution have no significant difference with respect to Leadership Skills. Whereas Stream of Subject, Parent’s Educational Qualification, Income and Locality have a significant difference. Year of Study, Parent’s Educational Qualification, Locality – have significant difference with respect to National Value. A difference by year, locality and gender was found on the leadership scale (Aieman Ahmad et al., 2008) hence this research findings are not in accordance with my result.

Rebecca A. (2005) a significant difference was found between the high mastery group and the high performance group with respect to goal achievement behaviour. This goes in hand with my findings. Higher Education Students of Chennai and Puducherry differed significantly in Goal Achievement Behaviour with respect to the following dimensions: Goal Construction, Goal Acceptance and Goal Motivation but they do not differ in Goal Preparation and Goal Accomplishment. Mohamedunni (2010), Students who scored 22 and above on performance-approach were in high performance goals who participated in co-curricular activities also while students who scored below 22 were classified as low-performance-approach who was not participated in co-curricular activities goals. NCC and Non-NCC Higher Education Students of Chennai and Puducherry
significantly differed in Goal Achievement Behaviour with respect to the dimensions Goal Preparation, Goal Construction, Goal Acceptance, Goal Motivation and Goal Accomplishment.

Similar results were seen in the studies of Kerry J. (2012), John (2011), Ezegbe, B. (2014), Avril Keating (2015), Peter (2012), Sharifullah Baig (2011), Seshadri.C (1978), Kadhiravan (2012), Siw Graabraek Nielsen (2008) and Faten M. Moussaa (2012). The present study highlights that there exist significant impact of Citizenship Education and Training through National Cadet Corps in developing National Value, Personal Value, Leadership skill and Goal Achievement Behaviour. National Cadet Corps Students differ from the Non-NCC Students in the above said variables. With respect to the Personal values, the NCC Students differ significantly in Democratic Value, Social Value, Economic Value, Knowledge value and Power Value. NCC Students shows their positive attitude towards the society or community development. Whereas Non-NCC students’ shows their interest towards self Entertainments, Aesthetic Value, Family Prestige Value and Religious Value etc,. Therefore it is suggested that all the school, college and other higher education students must be a part of the National Cadet Corps Programme so as to understand the nation and to be a happy, prosperous and peaceful citizen of this great Nation.

5.5 RECOMMENDATIONS

❖ As in the earlier period, College Training Corps (CTC) and University Training Corps (UTC) can be established and funded by the State Governments.

❖ Colleges and Universities can also establish Autonomy Corps Units (ACU) for training the youth towards their all-round development and mould them to face and tackle the Social issues and problems.

National Integration camps should be organized at National Level for the Non-NCC College students also; it will help the students to know about the other States with regard to language, culture, tradition, lifestyle etc.,

Guidance and Counseling Programmes should be conducted regularly to pave way to the student community to identify and find solution for the social related and personal problems.

Students should be motivated to join Uniformed Services Training like National Cadet Corps (NCC – SD/SW), Road Safety Patrol (RSP), Youth Red Cross (YRC), Friends of Police (FOP) at Higher Education Level and National Cadet Corps (NCC – JD/JW), Junior Red Cross, Scouts and Guides etc., at School Level.

Significance and benefits of Uniformed Services may be explained by conducting motivational classes.

Policy makers may consider importance of citizenship training and value education schedule while framing educational policies.

All Schools and Colleges should start NCC wings to ensure discipline among the students to reach their goals easily.

All teachers must be made aware of Citizenship training.

Parents should also be given awareness regarding the objectives of NCC, which enables them to allow their children to participate in NCC.

Bearing in mind the future of our country, all the college students must be given opportunity to join the NCC Movement.

Compulsory Citizenship Training Programme can be arranged for the college students to make them acquire all required life coping skills.

Personality Development Programme can be arranged which helps the college students to develop their confidence level to face the challenges in the society.

The contents of Citizenship Training Module should be prepared by experts, bearing in mind that the class of students for whom they are prepared are expected to occupy leadership positions.

National Service Scheme (NSS) Programme also can be structured to provide Citizenship Training to the mass of the Students.
5.6 SUGGESTIONS

- The present study was conducted in Madras-A, Madras-B and Puducherry Groups of Tamil Nadu, Pondicherry and Andaman Nicobar Directorate. Similar studies may be carried out with the other NCC Directorates, Groups, Units and Battalions.
- The study may be extended to other regions of the Puducherry Union Territory and other states of our Country.
- Research may be conducted to explore the students’ hierarchy of Personal Values and to create awareness about their personality. This will help them to have definite goal achievement behaviour.
- Personal value, national value, leadership skills and goal achievement behaviour among the NCC and NON-NCC professional course students may be studied.
- A comparative study of Value pattern of students and teachers may be studied.
- Value orientation of teachers and its relation to value pattern of students may be studied.
- Impact of Co-curricular activities on Value pattern of students may be studied.
- Similar study may be conducted among the National Service Scheme (NSS) students with respect to various units, groups, colleges, institutions, universities and at intra and interstate comparative levels.

5.7 EDUCATIONAL IMPLICATIONS

- The Higher Education Institution (College / University) can create suitable environment to stimulate the students to take part in NCC, for developing national value, qualities of character, courage, goal achievement behavior, discipline, leadership, spirit of exploration and sportsmanship and the thought of selfless service to make them useful citizens.
- The Institution can offer guidelines regarding the importance of NCC Movement to College students in order to recognize its Social Importance.
∨ It can ensure massive college student participation in NCC, as it is very efficient in developing personal values and national values.

∨ It will be fruitful to the college students, if all the colleges are establishing NCC units and preparing cadets and in turn Battalion staff.

∨ Central and State Governments should support grants / aids to start NCC units.

∨ It is pertinent to make sure the availability of NCC Officers in all Colleges, so that they can arrange classes, camps and the activities of NCC for the cadets.

∨ Value oriented programme may be organized regularly to inculcate different values in the minds of College Students.

∨ The curriculum should include ‘Active Value Education’ as compulsory subject to inculcate desirable values in the hearts and minds of the students in Vernacular Language, too.

∨ The teachers should demonstrate themselves as Role Models to students to inculcate desirable values in them.

∨ The students and their parents should be sensitized to develop moral values.

∨ The students should be taught to identify moral issues in the society.

∨ The students should be motivated to read biographies of great people, both of National and International Leaders.

∨ Personal Development and Skill Development classes and workshops should be conducted for developing the Inter-personal and Intra-personal skills of Students.

∨ Motivational speeches can also be arranged for avoiding the students who involve in unethical and in-disciplinary activities.

5.8 CONCLUSION

The results of the present study reveal that NCC and Non-NCC Higher Education Students of Chennai and Puducherry significantly differ. Both the group of students is in a divergent manner. The Correlational analysis shows that Leadership skill and National Value, Leadership skill and Goal Achievement
Behaviour, Goal Achievement Behaviour and National Value are positively correlated. Thus the result shows that Leadership skill and Goal Achievement Behaviour increases the National Value among the Higher Education students also increases. It is felt that the results of the present research will add to the existing fund of knowledge. There is an urgent need to gear national efforts towards the development of the skills among young men and women. Therefore the researcher desires that more number of educational innovations should be evolved to give enhancement among the youth men and women through Basic education till Higher Education. This will bring a new kind of practical exposure to practice the skills from their various level of education.

Through this research, the investigator is very much sure that the Youth of India may involve themselves in Nation Building through various activities, if they are guided and routed them in a proper guidance. They are the unbeatable strength to the future India, which is going to be one of the top most Standard Economical Country in the world and also sustain its rich Cultural Heritage and vast Bio-Diversity Nation in the Globe.