CHAPTER - I

INTRODUCTION

“"I owe my food and everything else to my country. I must be grateful to the nation by serving it”

-Netaji Subhash Chandra Bose

1.0 INTRODUCTION

The role of education is not limited with the development of individual’s personality alone, but also aims at the inculcation of proper values in one’s life. During recent years, changes have occurred in the life pattern of Indians through transformation of culture and personal value system, as is evinced everywhere around the globe.

Education is a process which draws out the best in the child with the goal of producing complete man imbibed with personal and national values, moral uprightness, physical strength, social efficiency, spiritual maturity, cultural refinement, emotional stability, sound ethics, mental alertness, vocational self-sufficiency and global liberal attitude.

India has diverse population with respect to language, culture, tradition, geographical location and so on. Irrespective of these heterogeneous conditions, we live together with the same national feeling that we are Indians, maintaining the National Values. We have good Leaders since past to lead the society in the correct direction. The youth follow the footprints of the successful Role Models. They know that one has to be brave enough to take intended risk even with great discomfort, in order to have a flourishing selfless life.

Value Oriented Education must be imparted through primary school level. This is the main agenda of Sarva Shiksha Abhiyan (SSA) following which Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Rashtriya Uchchatar Shiksha Abhiyan (RUSA) patterns work throughout.
As per NCFTE 2005, Citizenship Education becomes part and particle of all Teacher Education Curriculum. Citizenship training Camp must be made mandate for all Diploma and Bachelor of Education Student Trainers. This is the prime step in the flowchart, whereby they try to input the knowledge and skills gained through Teacher Education to the younger generations at large.

The role of service organisations viz., National Cadet Corps, National Service Scheme, Junior Red Cross, Youth Red Cross, Road Safety Patrol, Bharat Scouts and Guides etc., is to be mentioned here in a noteworthy manner for the said purpose of transferring Citizenship Education among those.

National Cadet Crops gives importance to the Citizenship Education so as to develop better citizens who have the responsibility towards Global Community. The entire population need to conduct themselves properly first, with effective manhood training, and to realize the noble ideals enshrined in our Constitution. With rich natural and human resources, sky is the limit for Indian Youth to achieve. What is lacking is effective and proper sensitization and socialization orientation.

Education has an essential role in socialising human to lead gracious and harmonious life. It plays an important role in the progress of an individual’s mind and country. Education is a vital factor in awakening of human life and it calls for the development of body, mind and spirit, through the educational processes in the higher education institutions. As the proverb goes “Sound Mind in a Sound Body”, along with physical fitness, today’s higher education gives citizenship education, national value, personal value and various interpersonal skill that are essential for the students to survive.

Education plays a significant role in the development of the personality of the students, it has also become necessary to develop ideal Citizens with good Character, Well mannered with personal value, person with deep patriotic and national value, one who can lead the people and has goal achievement behavior. For this reason in Education Institutions several Curricular and Co-Curricular Activities are performed.
On the whole, National Cadet Corps Programme has a greater significance in developing and moulding the younger generations by mentally as well as physically. Compare to other service organisation NCC programme provides wider opportunity to the youth for develop their knowledge, skills, ability and employment in armed forces at various levels. Hence the Researcher felt the necessity to understand how this National Cadet Corps Programme and Citizenship Education helps in the development of the National Value, Personal Value, Leadership style and Goal Achievement Behaviour. Therefore the investigator planned to Compare NCC and Non-NCC students to reveal the significance of the National Cadet Corps programme in imparting these qualities among college students. This chapter deals with concepts like National Cadet Corps, Citizenship Education, National Values, Personal Value, Leadership Skill and Goal Orientation Behaviour.

1.1 CITIZENSHIP EDUCATION

Citizenship education is the planned experiences that educators build for their students to fulfill the aims of education. Citizenship education may be explicit or implicit, formal or informal, extracurricular, cross-curricular or within particular curriculum strands. Citizenship education also includes the provision for rural and personal development of students and thus relate to pedagogy and college culture.

Focus of recent Educational Research around the world is on Citizenship Education, which has gained paramount importance. Realizing the importance of Citizenship Education Programmes they are, it is implemented in formal Curriculum. Citizenship Education is put into practice in different societies as a global phenomenon, in a way both to preserve the nationalistic loyalty and empower patriotic attitudes and to prepare students to live in the globalization age. Citizenship Education is given to the students through various co-curricular activities in Schools and Colleges under one of the following groups

- Performing Arts
- Sports and Games
Uniformed Groups
Clubs and Societies
Student Associations

1.1.1 DEFINITION OF CITIZENSHIP EDUCATION

The definition of the concept ‘Citizenship’ is unstable. The concept has evolved with social, economic, and political developments and is still "under construction" (Burchell, 1993).

This word is derived from T.H. Marshall’s (1950) book, Citizenship and Social Class. According to T.H. Marshall, the orthodoxy definition of citizenship has three strands:

1. Rights and responsibility
2. Political literacy and
3. Community involvement

The concept “‘Citizenship’ is however defined as, a historical contract between the individual and the state, and in the strict sense, citizenship concerns the integration of the individual in the political framework and the participation of citizens in the institutions of law; citizenship is also expressed as the continuing participation of individuals in the co-management of public affairs” (Giroux, 1995).

It describes the relationship between the citizen and the state and the need for citizens to understand the political and economic processes, institutions, laws, rights and responsibilities of Indian Democratic System.

In the words of Professor Sir Bernard Crick, “Citizenship Education aims at no less than a change in the political culture of this country both nationally and locally for people to think of themselves as active citizens, willing, able and equipped to have an influence in public life and with the critical capacities to weigh evidence before speaking and acting”.
It is important at this early stage to provide general definition of terms that are going to be used a lot in this study, which includes ‘Citizenship’ and ‘Citizenship education’.

According to Law, 2004 “Citizenship is a basis for community, a source of personal identity, and a model of social organization”

Kerr, (1999) regarded “Citizenship Education, as equally substituted with civic education and civics in this study, refers to an intended Education Programme (a body of knowledge, understanding, skills, and attitudes) that concerns with the young people’s understanding of society, particularly with influencing what students learn and understand about social world. And it aims to transmit social norm, or/and encourage political participation. The comprehensive or inclusive citizenship education refers to a model where different aspects of citizenship, patriotic, participatory and critical, are integrated.

Hence, Citizenship Education can be defined as educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society. ‘Society’ is here understood in the special sense of a nation with a circumscribed territory which is recognized as a state”.

1.1.2 AIMS OF CITIZENSHIP EDUCATION

The aim of the Citizenship Education is

- To equip young people with knowledge, skills and understanding and to play an active, effective part in society as informed, critical citizens who are socially and morally responsible.
- To give them the confidence and conviction so that they can act with others, have influence and make a difference in their communities, locally, nationally and globally.
1.1.3 COMPONENTS OF CITIZENSHIP EDUCATION

There are four components of Citizenship Education which are described below

a) **Global Responsibility**: Students should understand the responsibility to protect and sustain the global resources. Students should recognize that they can take part in preserving the environment. They should also understand the area of civic duties and the responsibility.

b) **National Responsibility**: They need to recognize the responsibilities as citizens of a nation, to be a participant within the national system. They should understand the basic elements of participation in Government and Society.

c) **Local Responsibility**: They need to show their responsibility as citizens by developing the skills and character to participate within their community.

d) **Family Responsibility**: They need to help and understand that within their families they have roles and responsibilities to their families and understand that each family has its own civic dynamics.

1.1.4 APPROACHES OF CITIZENSHIP EDUCATION

Approaches to Citizenship Education are Inclusive Approach, Pervasive and Lifelong Approach. Inclusive approach is right for all students regardless of their ability or background. Pervasive approach is not limited to schools only but becomes an integral part of all education for young people. Lifelong approach is by continuing throughout life.

1.1.5 THE PURPOSE OF CITIZENSHIP EDUCATION IN COLLEGES AND OTHER HIGHER EDUCATION INSTITUTIONS


"The purpose of Citizenship Education in Colleges and other higher education institutions is to make safe and to increase the knowledge, skills and values
pertinent to the nature and practices of participative democracy; and also to enhance the awareness of rights, duties, the sense of responsibilities needed for the development of students into active citizens; and in so doing to establish the value to individual students, college and society of involvement in the local and wider community."

1.1.6 EFFECTIVE WAYS OF LEARNING

The most effective form of learning in Citizenship Education is

- Active way which emphasizes learning by doing.
- Interactive way by use of discussion and debate.
- Relevant focuses on real-life issues facing young people and society.
- Critical ways of encouraging young people to think for themselves.
- Collaborative way by employing group work and co-operative learning.
- Participative way of giving young people a say in their own learning.

1.2 NATIONAL CADET CORPS

National Cadet Corps (NCC) is a Uniform Service Organisation for the Students of School, College and other Higher Educations. This organisation was formed to create a young generations with disciplined and social minded.

1.2.1 ORIGIN OF NATIONAL CADET CORPS

The National Cadet Corps (NCC) came into existence on 16th July 1948 under an Act of Parliament XXXI, 1948. Its motto ‘Unity and Discipline’ has guided it in its long-standing effort to mould young volunteers into disciplined and responsible citizens of India. Over the years, in response to the evolving environment, the NCC’s initial military orientation was augmented by dimensions of social service and adventure training. National Cadet Corps is a Tri-Services Organisation comprising the Army, Navy and Air Force, engaged in grooming the youth – ‘The Leaders of Tomorrow’ – into disciplined and patriotic citizens. The genesis of the NCC can be traced back to the First World War when the Britlishers created the University Corps as the second line of defense and to have a large pool of trained youth available for employment into the Armed Forces.
The Girls Division of the NCC was started in July 1949. In 1950 Air Wing was added on 1st April with one Air Squadron each at Bombay and Kolkata. The Naval Wing of the NCC was raised in July 1952, thus completing the true representation of all services in the Corps. After 64 years of existence, the NCC today has 17 Directorates divided into Four Divisions or Wings namely the Senior Division / Wing for College Boys / Girls and Junior Division / Wing for School Boys / Girls comprising approximately 13.4 lakh Cadets. An additional 1.6 lakh are joining under the expansion plan, making it the largest Uniformed Youth Organisation in the world.

The NCC aims at developing character, comradeship, discipline, a secular outlook, the spirit of adventure and ideals of selfless service amongst young citizens. Further, it aims at creating a pool of organized, trained and motivated youth with leadership qualities in all walks of life, who will serve the Nation regardless of which career they choose. Needless to say, NCC also provides an environment conducive to motivating young Indians to join the armed forces.

1.2.2 VISION

The Vision of National Cadet Corps is to empower volunteer youth to become potential leaders and responsible citizens of the country.

1.2.3 MISSION

The Mission of National Cadet Corps is to develop leadership and character qualities, mould discipline and nurture social integration and cohesion through multifaceted programmes conducted in a military environment.

1.2.4 AIMS OF NATIONAL CADET CORPS

The ‘Aims’ of the National Cadet Corps is to meet the requirements expected in the current socio-economic scenario of the country. It aims at creating a pool of organized, trained and motivated youth with leadership qualities in all walks of life, who will serve the Nation regardless of which career they choose. National Cadet Corps also provides an environment conducive to motivating young Indians to join the armed forces.
The National Cadet Corps aims at developing the following qualities among the youth

- To Develop Character, Comradeship, Discipline, Leadership, Secular outlook, Spirit of Adventure, and Ideals of Selfless Service amongst the Youth of the Country.
- To Create a Human Resource of Organized, Trained and Motivated Youth,
- To Provide Leadership in all walks of life and be always available for the Service of the Nation.
- To Provide a Suitable Environment and to Motivate the Youth to take up a Career in the Armed Forces.

1.2.5 NATIONAL CADET CORPS AND VALUE INculcAtION

- National Cadet Corps Programme is an Extra-Curricular Activity that trains the youth to become responsible Citizens and to become sensitised towards the needs of the community at large.
- It develops, adaptability, self discipline, cross cultural learning, multicultural dynamism, self – confidence and above all, love for the country and mutual respect aiming at Universal Brotherhood.
- The major feature of NCC Programme is to develop best character, comradeship, discipline, leadership, secular outlook, spirit of adventure and ideals of selfless service in the youth of the country.
- The Programme develops these qualities in the students by taking them through rigorous training including adventurous activities such as mountaineering, slithering, rock climbing, parachute training, micro light flying, sailing, surfing, scuba diving, trekking expeditions, rafting, gliding, boat pulling etc.,
- It aims at the development of the wholesome personality. Performance in NCC Programme helps the individuals to realize their potentials.
- It offers Citizenship Education which determines the Nation’s progress and develops responsible citizens with required Values, Leadership Skills and Goal Achieving Behaviour.
1.2.6 TRAINING CONCEPT OF NATIONAL CADET CORPS

The Training of National Cadet Corps is based on the following concept:-

(a) Comprehensive Training for ‘Empowerment of Youth’ to earn the ‘Right to Lead’.

(b) Module based Training to cover Character building and Competence Development, Basic Military Training, Social Awareness and Service.

(c) Cadet-friendly Curriculum eliciting involvement and obviating additional burden on students with instructors acting as facilitators for developing competencies and talents in an individualistic as well as team centered environment.

(d) Innovative, interesting and safe conduct of training with high degree of visibility to inspire youth, duly supported by appropriate training infrastructure and logistics support for boy and girl cadets.

(e) Professional training by a pool of dedicated and competent trainers through a well-structured ‘Train the Trainer’ Programme and Refresher Programmes for broad based expertise and to enhance trainer skills.

(f) Progressive Institutionalised training culminating into camps/ competitions/ activities at the National level.

(g) Use the internet effectively to develop camaradeship and strengthen bonding amongst NCC cadets, energise training and providing ready access to a Knowledge Bank.

(h) Inculcate National Integration through Regional and National Integration Camps.

(j) Offer a Global perspective and exposure through Youth Exchange Programme.

(j) Regular appraisal to identify redundancies and deficiencies in the organization and curriculum for suitable remedial measures.
1.2.7 TRAINING METHODOLOGY

The Training methodology is the fundamental of National Cadet Corps training philosophy. The broad parameters governing smooth and efficient execution of the new training philosophy are enunciated in multifaceted training activities as follows:

(a) Institutional Training.

(b) Camp Training.

(c) Social Service and Community Development.

(d) Youth Exchange Programme.

(e) Adventure Based Learning and Sports.

(f) Personality Development.

(g) Competence Assessment / Certificate Examination.

(h) Training of Trainers and

(j) Infrastructure.

1.2.8 TRAINING ACTIVITIES IN NATIONAL CADET CORPS

Based on the aims of the National Cadet Corps, the Organisation has laid down Training Syllabi for the Cadets. The syllabi for the Junior Division Cadets cover a period of two years and for Senior Division it runs upto three years. Except for minor variations, the syllabus is similar for both Boy and Girl cadets. The training schedules planned for the cadets ensure that the benefit of the organisation reaches the maximum number of cadets. Some of the training activities are Centrally Organised Camps, Special National Integration Camps, National Integration Camps, All India Trekking Expeditions, Schedule of Sports Events, Institutional Training, Basic Training like drill practice and weapon training, Camp Training, Attachment Training, Community Developments/Social Activities, Mountaineering, Sailing, Trekking, Parasailing, Camel Safari, Motor Cycle/Cycle Expedition, White Water Rafting and Scuba Diving.
1.2.9 BENEFITS OF JOINING NATIONAL CADET CORPS

The following are the benefits of joining National Cadet Corps:

- ‘A’ ‘B’ and ‘C’ Certificates are provided by the Central Government for the NCC Cadets who completes various levels during the training periods.
- Leadership skills, Personality development and other Self development programmes are given to develop individuals efficiency.
- Develop a sense of competitive spirit, co-operation, leadership, diligence, punctuality, discipline and team-spirit.
- Develop Social interaction, leadership, healthy recreation, self-discipline and self-confidence.
- Gain National and International level Camp Experiences.
- Imbibe physical and mental fitness.
- Get subsidy for NCC Cadets in the Army Civil Canteen.
- Can have Direct entry to join in the Indian – Armed Forces.

1.3 PERSONAL VALUE OF INDIVIDUALS

Personal values are important for individuals and their culture. Personal values are personified as cognitive depiction of individual’s needs and also society’s demands. Personal values guide people's lives, behaviours and attitudes (Gouveia, 1998; Kluckhohn & Strodtbeck, 1961; Rokeach, 1973; Schwartz & Bilsky, 1987).

Common features of Personal Values include the following six characteristics:

(a) Personal Values are beliefs that are associated with affect.

(b) Personal Values are desirable goals that motivate action.

(c) Personal Values transcend specific actions and situations. This differentiates ‘Values’ from ‘Norms’ and ‘Attitudes’.

(d) Personal Values give out criteria for evaluation of actions, people, and events.

(e) Personal Values are prearranged by importance forming a system of priorities.

(f) The relative importance of values guides action.
1.3.1 VALUE

The term ‘Value’ was first time used in Economics and then spread to many other disciplines including Philosophy. A value is considered as an endeavor or effort which satisfies need system which is psychological and philosophical. Human beings differ in their psychological needs and henceforth have different value systems and life styles. Values help man in self-drive and self – evaluation. Values impart significance to life. Without values, life becomes a series of meaningless events and a shattering experience.

The term ‘Value’ denotes whatever is desired, approved, liked, worthwhile, is valuable. Anything valuable to someone means, he or she has valuable experience about the thing or idea or object. He or she has a desire for those things and a desire due to his concept of liking about the thing.

Thus ‘Value’ is something or anything (material or non-material) which appeals us satisfying our needs, whether it is material or non-material, satisfaction or desirability based on the common elements in it.

Philosophers say, value is an idea and a good ideal life is worth living in this universe. Psychologists say a value just like other development is a state of human mind, a mental disposition of an attitude or an emotionalized state of mind towards some idea, thing or tradition carrying positive or negative changes within itself. Value formation always involves a deeper layer of personality and is a result of one’s own experience. Educationists say values are acts, behaviour and responses that are considered desirable.

Bardosi (1965) proposed that “every human action is the reflection of an individual value and every human institution is the outgrowth of social value”. Konappa (1973) proposed that “value formation within the individuals is a developmental phenomenon. It is constant and never ending process through the total life-span, but with a peak in adolescence. It is an intellectual as well as emotional process”.

36
The term most frequently used to describe the process of value development is ‘internalization’ or ‘interiorization’ (Thompson, 1952). Internalization refers to the process through which an individual acquires the value of culture. Realization of the real value involves understanding of the reality. Reality is based on human knowledge and man acquires knowledge through various ways. Human behaviour is governed by his values. Values go on develop from childhood to manhood. Value is a result of one’s own experiences.

Experience gained through interaction with people and environment forms strong base for value development. Human values are foundations of Indian Constitution. Justice, liberty, fraternity and equality are the preamble of our constitution and these values form the basis of the social order.

Human actions through human values in the social context are now a missing link in the society. This calls for development of values at home, community and educational institutions. Promotion of values must become an integral part of the curriculum. Children inculcate values from what they observe from the adults. Then try to concretise and become the mirror images of their parents and elders.

1.3.1.1 SOURCES OF VALUES

Values are much more ‘caught’ rather than ‘taught’. Values are a matter of developing appropriate behaviour and habits, right attitudes and understanding ability in discriminating and choosing the right from ‘rights’ and ‘wrongs’. Values can therefore be inculcated by creating the right atmosphere and promoting learning by examples rather than through percepts. Children learn values by imbibitions through interaction with People, Traditions, Modernity, Social Institution, Religion, Reading literatures, Biographies and Media. Activities pertaining to social, national and international significance and their value learning also depend upon their own innate qualities, potentialities etc.

The sources of values include socio-cultural, traditions, philosophy and ideals of society. Our religions, eminent personalities, community, ideal home and institutions, scriptures, advances in science and technologies, media people’s,
creativity and status of the society etc. are also considered as the indirect sources of values.

1.3.1.2 CLASSIFICATION OF VALUES

Philosophers and psychologists whether Indian or Western have come to the common ultimate view about ‘Value’ which is ‘self-realization’. Values are classified into two categories as given below:

1.3.1.2.1 INSTRUMENTAL VALUES

“Instrumental values are not desired for their own sake and they are not end by themselves. ‘Artha’ (economic value) is only helpful as means for satisfying one or the other of the diverse needs and desires of life. Economic value is a means to seek pleasure and gets satisfaction in pleasure, i.e. ‘Karma’. Karma is attained by means of Artha. Therefore Artha is the instrumental value to Karma”.

1.3.1.2.2 INTRINSIC VALUE

“Values which are desired for their own sake are known as intrinsic values. For example Kama (pleasure value), health value and recreational values are intrinsic values. Considering the positive desires or interests, any characteristics deemed to be important because of the psychological, social, personal, moral and aesthetic values imbibed in them”.

1.3.2 DEFINITION OF PERSONAL VALUE

Schwartz (1996) defines Personal Values “as desirable, trans-situational goals, varying in importances that serve as guiding principles in people's lives”.

Values support individuals' attitudes and behaviours, such as voting behaviour, political attitudes and readiness to group contact, religiosity, and consumer choices. The values that we consider as desirable may differ from person to person and culture to culture. There are a few values which play a vital role in defining a person's character which are universally applicable as they are close to the expected behaviour from a socially desirable human being.
1.3.3 NATURE OF PERSONAL VALUES

Values depend upon the basis of satisfaction. Human behaviour is governed by his values. Value is a result of one’s own experience. Values are transmitted from father to son and gradually transmitted into other members of family (Sharma A.P., 1984).

Valuing something is reason based. Through cognition one arrives at value experience. Imagination of value experience works as motivating factor for realizing the value. And the realization of value is based on one’s knowledge and skills. Many people may fail to give cognitive reasons for why they do they value something but their answer may be because it gives them pleasure, because I like it, because I get satisfaction and so on. Such reasons for valuing something reveal affection or feelings.

Like consciousness, when the value is realized, affection is dominant over cognition. Thus cognition, affection and conation are different aspects of a value experience and all are present with variations in degrees, at any time of value experience.

1.3.4 THE FUNCTIONS OF PERSONAL VALUES

According to Rokeach, “an important function that values serve is to provide standards that guide our behaviour in various ways. For instance values may influence our attitude and our commitment to particular ideologies, religious or political”. “Values may also be used as standards to guide the way in which one present himself/herself to other people (Goffman, 1959) and as a basis for judging our conduct and the behaviour of others”. They are central to the study of the “social comparison processes (Festinger, 1954 Jones and Garad, 1967) because comparison of self with others with regard to competence and morality presupposes some standards on which comparisons can be based. Moreover, values serve as standards in the persuasion process and in social influence, generally, since they provide a basis for determining what is worth arguing about.
Finally values serve an important function in the way one rationalizes thoughts and actions that would otherwise be personally and socially unacceptable so that one’s feelings of competence can be unaffected and one’s self-esteem can be maintained or even enhanced. In these various ways, values provide a basis and a set of standards that guide one’s and action”.

1.3.5 IMPORTANCE OF PERSONAL VALUES

Today’s society is facing a lot of problems, confusions and contradictions. The society is suffering from problems like poverty, pollution, unemployment, depletion of natural resources on one side and other side they are ignoring basic values like humanity, courage, spirituality, integration etc. On one side entire globe has become a village due to Information and Communication Technology revolution and on the other side, people are living a miserable life. Boosting economic development and disregarding the values of life can cause threat to human life on the globe.

Values may be operationally conceived as those guiding principles of life which are conducive to physical and mental health as well as to social welfare and adjustment and which are in tune with one’s culture. Values are considered as the vision for better living and foundations of meaningful life.

Values help in character building, man making and nation building. They bring joy, satisfaction, direction, firmness and quality to life. They develop a democratic way of living and thinking. Values also develop tolerance towards other religions and a sense of brotherhood at social, national and international levels. They attempt to balance science and technology with ethics and religion and quantitative expansion with qualitative improvement.

1.3.6 REPORTS OF VARIOUS EDUCATION COMMISSION ON VALUE EDUCATION

The necessity of value education has been stressed by various Education Commissions set up for educational development since independence.
Radhakrishnan Commission (1948) opines that, “if we exclude spiritual training in our institutions, we would be untrue to our whole historical development”.

Sri Prakasa Committee on religious and moral instruction concludes that - “Every effort must therefore, be made to teach students true moral values from the earliest stages of their educational life”.

Kothari Commission (1964-66) Report carries the feeling that, “a serious effect in the education system is the absence of provision for education in social, moral and spiritual values.”

As per the National Policy on Education (1986), “the growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the Curriculum in order to make education a forceful tool for the civilization of social and moral values”.

1.3.7 COMPONENTS OF PERSONAL VALUES

A. Religious Value

Religious value is defined in terms of “faith in God, attempt to understand Him, fear of divine wrath and acting according to the ethical codes prescribed in the religious books. The outward acts of behaviour expressive of this value include going on pilgrimage, living a simple life, having faith in the religious leaders, worshiping God and speaking the truth”.

B. Social Value

Social value is defined in terms of “charity, kindness, love and sympathy for the people, efforts to serve God, the service of mankind, sacrificing personal comforts and gains to relieve the needy and the afflicted out their misery”.

41
Fig: 1.1-Personal Values

C. Democratic Value

The value is characterised by “respect for individual, absence of discrimination among persons on the basis of gender, language, religion, caste, colour, race and family status, ensuring equal, social, political and religious rights to all, impartiality and social justice and respect for the democratic institution”.

D. Aesthetic Value

Aesthetic value is characterised by “appreciation of beauty form proportion and harmony, love for fine arts, drawing, painting, music, dance, sculpture, poetry and architecture, love for literature, love for decoration of the home and the surroundings, neatness and system in the arrangement of the things”.

E. Economic Value

This value stands for “desire for money and material gains. A man with high economic value is guided by consideration of money and material gain in the
choice of his job. This attitude towards the rich persons and the industrialists is favourable and he considers them helpful for the progress of the country”.

F. Knowledge Value

This value stands for “love of knowledge of theoretical principle of any activity and love of discovery of truth. A man with knowledge value considers knowledge of the theoretical principle underlying a work to be essential for success in it. He values hard work in studies, only if it is helps develop ability to find out new facts and relationships, and aspires to be known as the seekers of knowledge. For him knowledge is virtue”.

G. Hedonistic Value

Hedonistic value defined here, is the conception of the desirability of loving pleasure and avoiding pain. For a hedonistic person the present is more important than the future. A man with hedonistic value indulges in pleasures of senses and avoids pain.

H. Power Value

The power value is defined as the “conception of desirability of ruling over others and also of leading others. The characteristics of a person of high power value are that he prefers a job where he gets opportunity to exercise authority over other, that he rules in a smaller place rather than serve in a big place, that the fear of law of the country rather than fear of God deters him from having resource to unapproved means of making money and that he is deeply status-conscious and can even tell a lie for maintaining the prestige of his position”.

I. Family Prestige Value

The form family prestige value is the “conception of the desirability of such item of behaviour, roles, function and relationship as would become ones family status. It implies respect for roles which are traditionally characteristic of different castes of the Indian society. It also implies the maintenance of the purity of family blood
by avoiding inter caste marriages. It is the response for the conservation outlook, as enshrined in the traditional institution of the family”.

**J. Health Value**

Health value is the consideration for “keeping the body in a fit state for carrying out ones normal duties and functions. It also implies the consideration for self preservation. A man with high health value really feels if through some act of negligence he impairs his health. He considers good physical health essential for the development and use of his abilities. A man’s high value desires good food, drink, cloth because he considers that good physical health is essential for strength and use of his abilities for development”.

**1.3.8 DIFFERENT APPROACHES IN INCUSLATION OF PERSONAL VALUES**

In general, there are five universal human values namely Truth, Righteous conduct, Peace, Love and Non-violence, which are directly associated with physical, intellectual, emotional and spiritual facets of human personality. Higher education Institution is the place where many values are inculcated by the students that are necessary for their personality development and whole some life. In colleges different approaches like direct approach, indirect approach, and incidental approach can be used to inculcate personal values.

The approaches are described below:

1. **Direct Approach**: The direct approach refers to “deliberate systematic instructions in values in specially provided period of school time table. This approach is being followed in many schools where the provision has been made in the time table. The values are explained and illustrated through stories of real life events, etc. Role playing activities may also help in developing values. Enacting a drama helps a child to understand the behaviour expected”.

2. **Indirect Approach**: The indirect approach of value education advocates the “integration of values with regular curriculum. Value education is imparted as an integral aspect of various curricular and co-curricular activities”.
3. **Incidental Approach**: The incidental approach of value education implies “imparting such education, whenever an appropriate occasion arises for the same. For example, acts of courage, bravery, discipline, etc. can be highlighted on various occasions in the college such as sports day, games, sports, scouting, NCC, NSS, and mock parliament sessions are good places for practice of values. The progressive effect of these kinds of experiences leads to internalization of personal values among students”.

Other approaches in college for inculcation of values are the library which is to be enriched with comics, dramas, fictions, stories, and literature. The college students can be encouraged to study literature and autobiography of great personalities. Participation in Cultural activities such as dance, drama, play and music depict unity in diversity. Organisation of Social service camps provide opportunity to develop values of cooperation, equality and justice. Different methods like presentation of example of self like Demonstration by a teacher, discussion, dramatization, value clarification, exposure to incidents depict values, and film shows followed by discussion are also helpful for inculcation of values.

**1.4 NATIONAL VALUE**

National value is the significant factor for the success of the individual. The seeds of national value are inculcated in students in a variety of ways. Feeling of love for the country can be enhanced in the students, if the national values are imparted correctly. Thus this feeling of oneness with the nation can be awakened in life of the students. Awakened and enthusiastic students can plan well for the development of the nation.

Our Country became the Republic on 26th January 1950. Even though India is a Democratic and secular country but it cannot be justified that all citizens get justice, freedom, and equality. On the other hand Indians are divided into various castes, religions and regions. ‘India is my country and we all are Indians’ this National feeling is getting departed.

Education is an important factor for awakening patriotic and nationalist feeling. Values of a person and value system are based on knowledge of that society.
Feeling of patriotism occurs in students by national unity. In order to develop patriotism and nationalism teaching of national unity has become essential. It is mandatory to educate the students about national unity higher education to cultivate the noble feeling that all are Indians and thus rejecting the individual, social, economical and regional, religious and cultural differences. Thus, nation can proceed on the right path by the behaviour of person with national value. Hence the researcher made an attempt to study about the National Value of College Students.

1.4.1 DEFINITION OF NATIONAL VALUE

“Something well worth to a Nation is National value” so says the Oxford Dictionary

Democracy, Socialism and Secularism are the fundamental National values. Such values are essential for the progress of Nation. Values that can create the National Unity and the feeling of brotherhood are called National values.

“Spirit of nationality ordinarily indicates a wider scope of loyalty than patriotism. In addition to ties of place, nationalism is evidenced by such other ties as race, language, history, culture and tradition”

The degree of cohesion that binds members of social system together is generally thought of in terms of values, institutions and communications, and that facilitates escalating sequences of social contact, cooperation and consensus.

1.4.2 NATIONAL VALUES AS ENSHRINED IN THE INDIAN CONSTITUTION

Education is a powerful tool; it can change the social, economic and national values. Education as a significant factor has shaped the responsible citizens of India, especially during the pre independence period and after getting the independence. Various Education Commissions such as Secondary Education Commission (1952-53), Kothari Commission (1964-66), have talked about the National value and its development. Even in the Report of Dr. Radha Krishnan
(1948-49) it is mentioned that we should keep in our view the goal that our education may be mutual with our National values.

The constitution of India finds an important place for Education and its Values. The National goal as envisaged in the preamble of the Constitution speaks of the vision of the Nation and every citizen owes his allegiance to it. Democracy, Socialism and Secularism emerge out and guide to the national activities. This preamble has been described as an identity card of the Constitution. It indicates the high moral tone and tenor of the Constitution. In brief, it is a solemn pledge given to the Nation. As amended in 1976, the Preamble to the Constitution summarizes the aims and objectives of the constitution.

These are the opening words of the Preamble to the Indian Constitution.

"We the people of India, having solemnly resolved to Constitute India into a Sovereign Socialist Secular Democratic Republic and to all its citizens.

- Justice social, economic and political,
- Liberty of thought, expression, belief, faith and worship,
- Equality of the status and of opportunity, and promote among them all,
- Fraternity assuring the dignity of the individual and the unity and integrity of the Nation”.

The concept of nationality was introduced by the National Policy on Education 1986. It stated that ten core elements are to be included in the curriculum. Those ten core elements are:

1) History of Indian Freedom Movement,
2) The Constitutional Obligations,
3) Cultural Heritage,
4) Egalitarianism
5) Democracy and Secularism,
6) Equality of Sexes
7) Protection of Environment,
8) Removal of Social Barriers,
9) Observance of Small Family Norms and inculcation of Scientific Temper.

### 1.4.3 ELEMENTS OF NATIONAL VALUE

The following are the elements of National Value:

i) Love for the Country  
ii) Feeling of Brotherhood  
iii) Unity  
iv) Justice-Democracy  
v) Equality-Social, Religious, Regional, Economical  
vi) Sociality  
vii) Cultural Heritage and  
viii) Patriotism

### 1.4.4 PATRIOTISM – AN ESSENTIAL FACTOR OF NATIONAL VALUE

Patriotism means the character or passion of a patriot; love of or zealous devotion to one’s country. Patriotism denotes positive and supportive attitudes to a 'fatherland' (Latin patria), by individuals and groups. The 'fatherland' (or 'motherland') can be a region or a city, but patriotism usually applies to a nation and/or a nation-state. Patriotism covers such attitudes as: pride in its achievements and culture, the desire to preserve its character and the basis of the culture, and identification with other members of the nation. Patriotism is closely associated with nationalism, and the terms are often used synonymously. Strictly speaking nationalism is an ideology, but it often promotes patriotic attitudes as appropriate.

The country in which a person is born is his motherland, love of one’s motherland where he or she is born is called patriotism, and one must love his country and serve it with great devotion. He should be ready to sacrifice everything to promote the welfare of his country. Patriotism has ethical connotations: it implies that one
places the welfare of the nation above that of oneself. It may also imply that one's nation is more important than other nations.

1.4.5 TYPES OF PATRIOTISM

Personal Patriotism

Personal patriotism is emotional and voluntary. The patriot adheres to certain patriotic values, such as respect for the flag or the honoring of veterans. Other expressions of personal patriotism include enlisting in the army, public service, and participation in the political process through voting or other forms of activism.

Official Patriotism

Governments both at state and centre, promote an official patriotism which has a high symbolic and ceremonial content. It is a logical consequence of the state itself, which derives legitimacy from being the expression of the common good of the political community. National monuments, and veterans’ days and commemoration ceremonies are typical examples. Often official patriotism is highly regulated by protocol, with specific methods for handling flags, or specific pledges and displays of allegiance.

Official patriotism relies heavily on symbolic acts, such as displaying the flag, singing the national anthem, saying a pledge, participating in a mass rally, placing a patriotic bumper sticker on one's vehicle, or any other way of publicly proclaiming allegiance to the state.

Symbolic Patriotism

Symbolic patriotism in wartime is intended to raise morale, in turn contributing to the war effort. Peacetime patriotism cannot be so easily linked to a measurable gain for the state, but the patriot does not see it as inferior.
1.4.6 NEED OF PATRIOTIC ATTITUDE

Patriotism is love for the country. For most people, it is not a passionate and exclusive and life-altering love. It is more like love for a blood-relative. It does not involve choice. It does not require a tremendously high estimate of the object's intrinsic qualities. People should love large human communities in this way. Family may be put first, but to love only the family members is too exclusive. Loving all humankind is good, but it does not mean the same thing as love for a concrete object. For instance, you cannot have an obligation to know many details about humankind.

A nation works as an object of love. One can be identified with it and can enjoy consequent obligations and entitlements, including the obligation to know its history, culture, constitution, and geography. Love for a country inspires, enlarges one's sympathies, and gives one a sense of support and solidarity.

- Patriotism promotes participation in national politics, including such acts as voting, joining national social movements, litigating in federal court, and enlisting in the military or serving in the civil service. In turn, broad participation makes national politics work better and more justly.
- Patriotism is a flexible concept, it involves allusions and reinterpretations of shared traditions; and patriotism provides a rich and diverse store.
- It seems that a democratic government can legitimately decide to instill love for country. Local democratic governments can also promote love of their own local communities, and that is common enough--but it does not negate the right of a national democracy to promote patriotism.
- Patriotism has a role in the theory of human development.

1.5 LEADERSHIP SKILL

Leadership is the ability of a person to guide people in a group towards achieving a task at hand. Leadership is about behaviour first, skills second. Good leaders are followed chiefly because people trust and respect them, rather than the skills they posses. Leadership relies on management skills too, but more so on qualities such
as integrity, honesty, humility, courage, commitment, sincerity, passion, confidence, positivity, wisdom, determination, compassion and sensitivity.

Leadership is a reciprocal process of motivating individuals and mobilizing resources in pursuit of goals shared by members of a group, organization, or community. As an aspect of group innovation and problem-solving behavior, leadership involves the clarification of group goals, the communication of strategies for goal achievement, the initiation of structure in interaction and expectation, and the assumption of responsibility for results.

It is the leader who can guide people; it is this person whom we can trust. A leader obviously has different qualities than rest of the people, which is why he/she stands out. The leader has more knowledge, or rather are more aware than rest of the people, can keep cool in adverse situations, know what should be done next and most importantly, dedicated for the welfare of his people. The following are the list of Leadership Qualities and Skills.

- Integrity
- Vision/Strategy
- Communication
- Positive Relationships
- Persuasion
- Adaptability
- Magnanimity
- Motivation
- Teamwork
- Sense of Humour
- Coaching and Development
- Decision-Making
- Creativity
• Planning
• Empathy
• Dedication

1.5.1 DEFINITION OF LEADERSHIP SKILL

Leadership is defined as the “process of social influence in which one person can enlist the aid and support others in the accomplishment of a common task. It is the integrated patterns of personal characteristics that reflect a range of individual differences and foster consistent leader effectiveness across a variety of group and organizational situations”. (Zaccora, Kemp and Bader, 2004).

Stanford Graduate School of Business gives a close definition about “Successful Leadership which means taking risks, being fully engaged in the challenges of one’s organization, and being prepared to give up everything for one’s value and principles”.

“Leadership is the reciprocal process of mobilizing, by persons with certain motives and values, various economic, political, and other resources, in a context of competition and conflict, in order to realize goals independently or mutually held by both leaders and followers”. -Burns

“Leadership is the process of influencing human behavior so as to accomplish the goals prescribed by the organizationally appointed leader”. -Bons

“The leadership of others can only be an exercise in reasoning”. -Doss

“Any person who is more than ordinarily efficient in carrying psycho-social stimuli to others and is thus effective in conditioning collective responses may be called a leader”. –Bernard
1.5.2 PRINCIPLES OF LEADERSHIP

The following are the ‘benchmarking principles underlying efficient leadership.

- **Be technically proficient**: A leader must know the job and have a solid familiarity with the subordinates’ task.

- **Seek responsibility and take responsibility for the actions**: A leader will search for ways to guide the team to new heights. And when things go wrong, the leaders always do sooner or later and do not blame others. They analyze the situation, take corrective action, and move on to the next challenge.

- **Make sound and timely decisions**: They use good problem solving, decision making, and planning tools, in order to make correct decisions.

- **Set the example**: The leader sets a good role model for the subordinate team member. They must not only hear what they are expected to do, but also see and perform.

- **Know the team members or subordinates and look out for their well-being**: The leader must know the human nature and take a note of the importance of sincerely caring for the workers and other subordinate members.

- **Keep the workers informed**: The leader must know how to communicate not only with them, but also with seniors and other key people.

- **Develop a sense of responsibility in the workers**: The leaders must develop good character traits that will help them to carry out their professional responsibilities.

- **Knowledge about the Tasks**: They must ensure to understand the task thoroughly, supervise periodically; till they are accomplished. Communication is the good key to this responsibility.

- **Utilising the full Potentials**: They must use the full capabilities of the organization by developing a team spirit and must be able to utilize organization, department, section, etc. to their fullest capabilities.
1.5.3 LEADERSHIP CHARACTERS

Some of the leadership characters are Proactive vs. Reactive, Flexible/Adaptable, Being Good Communicator, Respectful, Quiet, Confident, Enthusiastic, Open-Minded, Resourceful, Rewarding, Well Educated, and Interested in receiving Feedback, Evaluative, Organized, Consistent, Delegator and Initiative.

1.5.4 LEADERSHIP TRAITS

Most theories in the 20th century argued that great leaders were born, not made. Current studies have indicated that leadership is much more complex and cannot be boiled down to a few key traits of an individual. Years of observation and study have indicated that one such trait or a set of traits does not make an extraordinary leader. Scholars have defined that leadership traits of an individual do not change from situation to situation; such traits include intelligence, assertiveness, or physical attractiveness and each key trait may be applied to situations differently, depending on the circumstances.

Determination and drive include traits such as initiative, energy, assertiveness, perseverance, masculinity, and sometimes dominance. People with these traits often tend to wholeheartedly pursue their goals, work for long hours, are ambitious, and often are very competitive with others. Cognitive capacity includes intelligence, analytical and verbal ability, behavioral flexibility, and good judgment. Individuals with these traits are able to formulate solutions to difficult problems, work well under stress or deadlines, adapt to changing situations, and create well-thought-out plans for the future. Howell provides examples of Steve Jobs and Abraham Lincoln as encompassing the traits of determination and drive as well as possessing cognitive capacity, demonstrated by their ability to adapt to their continuously changing environments.

Self-confidence encompasses the traits of high self-esteem, assertiveness, emotional stability, and self-assurance. Individuals who are self-confident do not doubt themselves or their abilities and decisions; they also have the ability to
project this self-confidence on others, building their trust and commitment. Integrity is demonstrated in individuals who are truthful, trustworthy, principled, consistent, dependent, loyal, and not deceptive. Leaders with integrity often share these values with their followers, as this trait is mainly an ethics-based issue. It is often said that these leaders keep their word and are honest and open with their cohorts. Sociability describes individuals who are friendly, extroverted, tactful, flexible, and interpersonally competent. Such a trait enables leaders to be accepted well by the public, use diplomatic measures to solve issues, as well as hold the ability to adapt their social persona to the situation at hand.

1.5.5 DIMENSIONS OF LEADERSHIP SKILLS

Leadership skills have various dimensions such as Decision Making, Problem Solving, Planning Skills, Strong Facilitator and Delegation of Responsibility.

1.5.5.1 DECISION MAKING CAPACITY

Perhaps the most important skill a leader needs is to be able to make decisions; leadership is all about having a vision of where making decisions along the way to get closer to achieving an afore set vision and mission. Decision-making in leadership however involves other people, as leaders need followers, the decision-making process will usually have an impact on the team of followers. A good leader also needs strong ‘people skills’, since a leader needs to be able to communicate the vision and motivate the team to follow.

1.5.5.2 PROBLEM SOLVING ABILITY

The leader has to come upon many problems, while marching towards the vision, hence problem solving is another key to leadership skill. A good leader should not be afraid of problems and, with trust and respect, he/she should not be afraid to discuss potential problems with the followers. With a positive attitude, problems can become opportunities and learning experiences. A leader’s biggest asset is information, as the more information a leader possesses about how to achieve the vision or individual goals along the way, the more the leader learns about the
direction needed to get along there. Problems provide information and therefore good problem solving is a very powerful skill for the leader.

1.5.5.3 PLANNING SKILLS

As with anything in life, things do not always go according to plan and leadership is no exception. The direction a leader takes in order to realise the vision is likely to change. Strong leaders embrace change and can adapt quickly and efficiently to new situations since they learn to balance opportunity and risk while being aware of their (and their team’s) strengths and weaknesses.

1.5.5.4 ACCOMPLISHMENT OF FACILITATING SKILLS

A leader also needs to be a strong facilitator - that is providing the support necessary for the team to achieve their goals. Support may be as simple as words of encouragement or a specific tool needed to perform a task. By listening to team-members, a leader can often learn about the barriers preventing a goal from being achieved and, through facilitation, can find a way to an appropriate solution.

1.5.5.5 DELEGATION OF RESPONSIBILITY

A common mistake of a leader is to try to do everything by himself / herself. A good leader delegates responsibility to team members and, with the help of motivation and facilitation, he/ she aims to enable success. Delegation also allows the leader to learn more about the strengths and weaknesses of the team members and therefore can make better informed decisions about individual roles and responsibilities.

1.5.6 LEADERSHIP STYLES

Leadership can be performed with different styles. Some leaders have one style, which is right for certain, situations and wrong at other times. Some leaders can adapt and use different leadership styles for given situations.

Leadership style is a leader's style of providing directions implementing plans and motivating people. It is the result of the philosophy, personality and experience of
the leader. Not all good leaders are the same: they have different strengths and weaknesses and different leadership styles.

1.5.6.1 AUTOCRATIC OR AUTHORITARIAN STYLE

In this type, all decision-making powers are centralized in the leader, as is done by the dictators. These leaders do not entertain any suggestions or initiatives from subordinates. The autocratic management has been successful as it provides strong motivation to the manager. It permits quick decision-making, as only one person decides for the whole group and keeps each decision to him/herself until he/she feels it to be shared with the rest of the group.

1.5.6.2 PARTICIPATIVE OR DEMOCRATIC STYLE

The democratic leadership style consists of the leader sharing the decision-making abilities with group members by promoting the interests of the group members and by practicing social equality. This has also been called ‘Shared Leadership’.

1.5.6.3 LAISSEZ-FAIRE OR FREE-REIN STYLE

A person may be in a leadership position without providing leadership, leaving the group to fend for itself. Subordinates are given a free hand in deciding their own policies and methods. The subordinates are motivated to be creative and innovative.

1.5.6.4 NARCISSISTIC LEADERSHIP STYLE

Narcissistic leadership is a leadership style in which the leader is only interested in him/her. Their priority is themselves - at the expense of their people/group members. This type of leader exhibits the characteristics of a narcissist which are arrogance, dominance and hostility. It is a common leadership style. The narcissism may range from anywhere between healthy and destructive. To critics, "narcissistic leadership (preferably destructive) is driven by unyielding arrogance, self-absorption, and a personal egoistic need for power and admiration.”
1.5.6.5 TOXIC LEADERSHIP STYLE

A toxic leader is someone who has responsibility over a group of people or an organization, and who abuses the leader–follower relationship by leaving the group or organization in a worse-off condition than when he/she joined it.

1.5.6.6 TASK-ORIENTED LEADERSHIP STYLE

Task-oriented leadership is a style in which the leader is focused on the tasks that need to be performed in order to meet a certain production goal. Task-oriented leaders are generally more concerned with producing a step-by-step solution for given problem or goal, strictly making sure these deadlines are met, to see the results matching with the target outcomes.

Task-oriented leaders are typically less concerned with the idea of catering to group members, and more concerned with acquiring a certain solution to meet a production goal. For this reason, they typically are able to make sure that deadlines are met, at the cost of group members' well-being getting suffered. Relationship-oriented leaders are focused on developing the team and the relationships within. The positives to having this kind of environment are that team members are more motivated and have support; however, the emphasis on relations as opposed to getting a job done might make productivity suffer.

1.5.6.7 RELATIONSHIP-ORIENTED LEADERSHIP STYLE

Relationship-oriented leadership is a contrasting style in which the leader is more focused on the relationships amongst the group and is generally more concerned with the overall well-being and satisfaction of group members. Relationship-oriented leaders emphasize communication within the group, show trust and confidence in group members, and express appreciation throughout and on completing the task successfully.
1.6 GOAL ACHIEVEMENT BEHAVIOUR

Goal achievement behaviour is the act of willingness that furnishes goal intention with the plan specifying when, where and how he / she will instigate responses that promote goal realization.

1.6.1 GOAL SETTING

The effectiveness of an education program can often be improved when appropriate goals are set in place by the teachers and students. There is multitude of benefits that exists for students when specific learning goals are set. The greatest benefit is achieved when the students have role in forming the goals as they will feel more ownership and accountability towards the goals. Posting the goals in the classroom will serve as a visual reminder of the commitment they have made.

Most successful people say that part of the reason for their success is because they practised goal setting in their personal and professional life. However, goal setting is typically not taught in educational institutions. When it is used, in most cases, it is not practised effectively. There are a variety of reasons why teacher should practice goal setting. First, goal setting will force the teacher to think critically about what the important concepts are and how a subject should be taught. This is especially crucial for teachers of Science and Mathematics, as these subjects set a stage for lot of conceptual understanding of how the world works. It is important to communicate the correct concepts from the start because it is harder to change people’s misconceptions once they are formed. The longer a student has lived with a misconception, the harder is to change.

Once the goals are set, they help to keep students and teacher focused on the items that were identified as important. One of the main difficulties students have is being able to separate the information that they really need to know from all other less important information that is thrown at them. Goals give the students a clear picture of what the expectations are and where to focus their time and attention. Goals also give student, something to strive for. This is important because it helps to motivate the students and it also provides a sense of
accomplishment when goals are reached. Finally, an important argument for using goal setting in the classroom that should not be overlooked is that it teaches students how to practise goal setting. There are two other factors that need to be considered while setting and implementing goals for education purposes. First, each goal should be followed by objectives that tell how that goal will be accomplished. Second, the goals should all be supported by good science or research. This allows the teacher to backup and explain why a goal is important or valid.

1.6.2 TYPES OF GOALS

Latham and Locke (2006) identify three types and purposes of goals one may choose to set, each of which exerts a particular type of influence.

a) SUPER ORDINATE GOALS
“Super ordinate goals capture the heart and appeal to emotion- they give people a cause to rally around. These goals operate on the level of “what we stand for” or “what we believe in”, “reach every student” illustrates this type of goal in action, and the bold, inspirational vision that big picture goals convey”.

b) PERFORMANCE GOALS
“Performance goals lead us from the abstract to the concrete – action steps designed to fulfill our super ordinate goal”.

c) LEARNING GOALS
“Learning goals may emerge through the setting of performance goals. The performance goals tells us “what, why it matters, and by when” while a learning goal may arise from asking “how” and “what is required”. A learning goal then is focused in skill and knowledge acquisition and also. Provides supports to increase mastery that leads to successful outcomes; e.g. role modelling or finding with which people can identify; communicating in ways that express confidence that the person can attain the goal. It should be Made certain that self confidence commensurate with the level of difficulty of the goal”.

60
1.6.3 TASK COMPLEXITY

When tasks are complex, short term goals that provide immediate incentives and guidelines for performance may produce better performance than long term goals that are too far removed in time to mobilize efforts.

As the complexity of the task increases and requires the development of higher level skills, the effect of the goal performance will depend on the ability of the individual to discover appropriate strategies. It is to check rather than assume capacity to set appropriate goals and, where needed, provide opportunities to learn how to link data to next steps. It is also to work collaboratively to set short term goals to improve performance on complex tasks. It is to knowledgeable about subject specific assessment, curriculum expectations and instructional strategies in order to help set appropriate improvement based on data.

1.6.4 GOAL COMMITMENT

The relationship between goals and performance is strongest when people are committed to their goals. The commitment is most relevant when goals are difficult, since these goals require more effort and may have a lower chance of success than simple goals.

Two categories of factors required in particular for goal commitment which are;

1. Making goal attainment important to people, including the importance of the expected outcomes.
2. Influencing people’s belief that they can attain the goal.

Goals assigned will motivate as much as one chooses himself as long as the purpose or rationale for the goal is provided. One of the most important goal settings supports leaders can provide is to help individuals align their personal goals with the goals of the organization. – Leadwood, 2010.

Robinson et al (2009) believe that the content of the goals may be as important as the process of setting goals and argue that “good” goals in an education environment are
1. Academic
In high achieving schools and schools that are making major achievement gains, a focus on academic goal is both a property of leadership (the principal makes student achievement the school’s top goal) and a quality of school organization (school wide objectives are the focal point of instruction).

2. Specific
The more strongly principals espouse abstract vision statements, the more negatively their teachers will react. Effective goals are clear and specific, and make it possible to assess progress and adjust accordingly.

3. Alleging but achievable
Effective goals are set at an appropriate level of difficulty. The perceived difficulty of a goal and the perceived capacity to meet it are inseparably linked, so what counts as difficult will change as capacity change.

4. Some implications for leadership practice
Make public the commitment to the goal, and establish the importance of the goal by linking it to the big picture, such as pedagogical, philosophical, and moral purposes, and by modeling. Demonstrate priorities through personal actions; e.g. attendance and participation in professional learning and meetings associated with an initiative signal commitment to be goals and a determination to support successful implement notation. Ensure that all the stake holders participate in setting goals to help them see the importance of the goal for them and to gain shared ownership.

5. Feedback
The combination of goal setting and providing feedback has been shown to be more effective than goal setting on its own.

6. Some implications for leadership practice
Timely feedback which provides information about whether the person’s picture of reality is aligned with what is required to attain the goal. Ongoing and summary feedback that indicates attention is being made towards the goals.
7. Satisfaction
Satisfaction increases when people exceed their goals. Failing to reach a goal creates decreasing satisfaction as the size of the discrepancy grows. A person’s total satisfaction grows with the number of successes. Setting challenging goals increases the interest in a task and helps people discover the pleasurable aspects of the activity involved.

1.6.5 USES OF GOAL SETTING

- Improves goal setting their academic performance.
- Increases their motivation towards achievement.
- Increases pride and satisfaction in performance.
- Improves self confidence.

1.6.6 STRATEGIES FOR MINIMIZING AND ELIMINATING COMMON PITFALLS IN GOAL SETTING

1. Opportunities for professional learning that enhances knowledge and skills related to specific goals are to be provided.
2. Examine the potential risks in pursuing different goals are to be examined in order to be made and be adaptable – this includes abandoning the goals and/or plans if results are not evident within a reasonable time.
3. Before assigning goals, people are to be given professional development and resources to prepare them for the challenges they will encounter in pursuing these goals.
4. Goal setting process is to be made on a priority basis.
5. Words and actions should clearly convey that errors and setbacks are transitory as it is the art of learning process.
6. If a certain outcome or action is critical, set a goal for it.
7. There should be a positive impact on individuals.
8. As Heath and Heath (2010) argue to, “shrink the change” by engineering early successes.
9. Set progressively higher goals to allow high performing individuals and teams to have their own goals and the strategies to attain them.

10. The team is to engage in frank conversations to bring forward beliefs and values about the strategies needed for success.

11. It is to be ensuring that employees have the necessary level of self confidence to achieve the goal.

1.7 NEED FOR THE STUDY

The modern scientific, technological and industrial developments changed and revolutionized man’s life on earth. These changes have their impact on our country men too. It is reflected both positively and negatively in day today life.

The students at school level and at college level lack physical fitness, emotional stability and lag behind confidence. Personal value system is eroding day by day. The current happenings across the country are the evidences.

These rapid paces of change in today’s modern society in the domains of political, economic and social life of individuals need to be understood.

Under these circumstances, Citizenship Education need to be imparted as early as at school level itself through Service Oriented Programmes like Junior Red Cross (JRC), National Cadet Corps (NCC), Bharat Scouts and Guides, National Service Scheme (NSS) etc., The Programmes lay emphasis on socializing and sensitizing citizens, specifically at higher education level through effective Citizenship Orientation.

The aims and objectives of introducing Citizenship Training through general system of education are yet to be achieved fully. There is still persistent mutual distrust among the diverse people of our country.

Prolonged bad guidance either from home or at school or at college or from the social environment has provoked and sparked the youth to involve in actions that pave ways for new strange crimes like kidnapping, suicide bombing, ritual killing and any other violent action.
Hence the researcher felt the need to understand the capabilities of NCC and Non–NCC Higher Education students in relation to their Personal Value, National Value, Leadership Skills and Goal Achievement Behaviour.

1.8 SIGNIFICANCE OF THE STUDY
Students who are the future pillars of the country have to be trained to respond and adjust with social changes satisfactorily by equipping themselves with desirable national values, personal values, goal achievement behaviour and leadership skills.

Educational Institution is the place for acquiring values next to home. Several behavioural problems of students, which threaten our society, invite everyone’s attention.

Citizenship Educational training promotes spiritual, moral, social and cultural development, making youth more self confident and responsible both inside and beyond the classrooms.

Youth need to be physically, emotionally and mentally stable. They must be aware of their rights and responsibilities as citizens and to be well informed about the social and political world.

They have to develop a sense of concern about the welfare of others in the society. They are capable of having an influence on the world by their confident work. This underlying fact should be cultivated in their minds.

They must be tuned to actively participate in the society’s activities, with their excellent leadership skills.

NCC and such other Citizenship Training Programmes help them to become well informed, thoughtful and responsible citizens to be aware of their duties and rights.

Citizenship Education gives the pupils the required knowledge, skills and understanding to play an effective role at Local, National and International levels.
Very few take up the opportunity to undergo this type of Citizenship Education Training Programme through Schools, Colleges and Universities. This research induces everyone to become the beneficiary of Citizenship Education, so that all are trained and moulded to become better and better, as days pass on.

Under this context, it becomes necessary to understand the benefits of Citizenship Education Training that imparts Personal Value, National Value, Goal Achievement Behaviour and Leadership skill among the younger generation at Higher Education Level.

It is believed that the present study may help the stake-holders and policy makers to make right decisions and policies in the right direction in order to prepare better citizens for our country and for the world at large.

1.9 TITLE OF THE STUDY

The title of the study “Citizenship Education and National Cadet Corps Programme: A Comparative Study among the NCC and Non-NCC Higher Education Students of Chennai and Puducherry”.

1.10 STATEMENT OF PROBLEM

The purpose of this dissertation is to examine empirically the position of Citizenship Education in imparting National Value, Personal Value, Leadership Skill and Goal Achievement Behaviour among students in the Higher Education Institution. This will be achieved by comparing the NCC and Non-NCC higher education students of Chennai and Puducherry.
1.11 DEFINITIONS OF KEY TERMS

1.11.1 CONCEPTUAL DEFINITION

1.11.1.1 CITIZENSHIP EDUCATION

“Citizenship education can be defined as educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society” - Law (2004).

1.11.1.2 PERSONAL VALUE

Personal values “as desirable, trans-situational goals, varying in importance that serves as guiding principles in people's lives”- Schwartz (1996).

1.11.1.3 NATIONAL VALUE

“Values that can create the National Unity and the feeling of brotherhood are called National values. Democracy, Socialism and Secularism are the fundamental National values. Such values that is essential for the progress of Nation”.
- Susan Hafen (2009).

1.11.1.4 LEADERSHIP SKILL

Leadership is defined as the process of social influence in which one person can enlist the aid and support others in the accomplishment of a common task. ‘It is the integrated patterns of personal characteristics that reflect a range of individual differences and foster consistent leader effectiveness across a variety of group and organizational situations’- (Zaccora, Kemp and Bader, 2004).

1.11.1.5 GOAL ACHIEVEMENT BEHAVIOUR

Goal achievement behaviour is the act of willingness that furnishes goal intention with the plan specifying when, where and how he / she will instigate responses that promote goal realization - (Ravinder Koul 2010).
1.11.2 OPERATIONAL DEFINITION

1.11.2.1 CITIZENSHIP EDUCATION
Citizenship Education can be described as a process of critical accomplishment in which students are offered structural opportunity for refinement
- at cognitive, affective and psychomotor domains, and
- to gain and renew the individual skills and competencies, that is needed for effective participation in the society’s developmental plans.

1.11.2.2 PERSONAL VALUE
Personal value is one's internal conception of what is good, beneficial, important, useful, beautiful, desirable, constructive, etc. Values such as honesty, hard work, responsibility, punctuality and personal discipline can be ascribed as personal values. Personal Values are important and enduring beliefs or ideals shared by the members of the community.

1.11.2.3 NATIONAL VALUE
National value is a representative value of paramount importance to be upheld throughout the common cultural experiences of a person in a nation.

1.11.2.4 GOAL ACHIEVEMENT BEHAVIOUR
Goal achievement behaviour is the act of willingness that furnishes goal intention with the plan specifying when, where and how he / she will instigate responses that promote goal realization.

1.11.2.5 LEADERSHIP SKILL
Leadership skill is a state of mind about vision, spirit and character and getting diverse individuals to work together as a team in the society, with a sense of proper guidance.
1.11.2.6 NATIONAL CADET CORPS (NCC)
Students perusing second and third year of undergraduate degree and who are the members of National Cadet Corps Programme in their college are referred as NCC Students.

1.11.2.7 Non-NCC Students
Students perusing second and third year of undergraduate degree and who did not involve in National Cadet Corps Programme in their college are referred as Non-NCC Students.

1.12 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 of 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?

1.13 OBJECTIVES OF THE STUDY
The following were the objectives of the study. They were to study
❖ The level of attainment of Personal Value, National Value, Leadership Skills and Goal Achievement Behaviour among the Higher Education Students of Chennai and Puducherry.
The level of attainment of Personal Value, National Value, Leadership Skills and Goal Achievement Behaviour among the NCC and Non-NCC Higher Education Students of Chennai and Puducherry.

The level of attainment of Personal Value, National Value, Leadership Skills and Goal Achievement Behaviour among the NCC and Non-NCC Higher Education Students of Chennai and Puducherry with respect to the seven Demographic Variables.

To find out whether any difference exists in the dimensions of Personal Value, National Value, Leadership Skills and Goal Achievement Behaviour among the NCC and Non-NCC Higher Education Students of Puducherry with respect to the Demographic Variables.

To find out the relationship between National Value, Leadership Skills and Goal Achievement Behaviour among the NCC and Non-NCC Higher Education Students of Chennai and Puducherry.

To analyse the promotion of National Value with respect to Leadership skill and Goal Achievement Behaviour using Linear Regression Model/Test.

1.14 HYPOTHESES OF THE STUDY

The Investigator framed the following Null Hypotheses for the study.

- Hypotheses H.1.1 to H.1.5 denotes hypotheses related to Personal Value
- Hypotheses H.2.1 to H.2.5 denotes hypotheses related to National Value
- Hypotheses H.3.1 to H.3.5 denotes hypotheses related to Leadership Skill
- Hypotheses H.4.1 to H.4.5 denotes hypotheses related to Goal Achievement Behaviour

Hypothesis (H.1.1)
There is no significant difference in the level of Personal Value dimensions among the Higher Education Students of Chennai and Puducherry.

Hypothesis (H.1.2)
There is no significant difference in the level of Personal Value dimensions among the NCC and Non-NCC Higher Education Students of Chennai and Puducherry.
Hypothesis (H.1.3)
There is no significant difference in the level of Personal Value dimensions among the NCC and Non-NCC Higher Education Students of Chennai.

Hypothesis (H.1.4)
There is no significant difference in the level of Personal Value dimensions among the NCC and Non-NCC Higher Education Students of Puducherry.

Hypothesis (H.1.5)
There is no significant difference in the level of Personal Value dimensions among the NCC and Non-NCC Higher Education Students of Chennai and Puducherry with respect to the Demographic Variables.

✓ Gender (H 1.5.1)
✓ Year of Study (H 1.5.2)
✓ Stream of Subject (H 1.5.3)
✓ Type of Institution (H 1.5.4)
✓ Parent’s Educational Qualification (H 1.5.5)
✓ Parent’s Annual Income (H 1.5.6)
✓ Locality (H 1.5.7)

Hypothesis (H.2.1)
There is no significant difference in Overall level of National Value among the Higher Education Students of Chennai and Puducherry.

Hypothesis (H.2.1.1)
There is no significant difference in the level of National Value dimensions among the Higher Education Students of Chennai and Puducherry.

Hypothesis (H.2.2)
There is no significant difference in the level of National Value dimensions among the NCC and Non-NCC Higher Education Students of Chennai and Puducherry.
Hypothesis (H.2.3)  
There is no significant difference in the level of National Value dimensions among the NCC and Non-NCC Higher Education Students of Chennai.

Hypothesis (H.2.4)  
There is no significant difference in the level of National Value dimensions among NCC and Non-NCC Higher Education Students of Puducherry.

Hypothesis (H.2.5)  
There is no significant difference in the level of National Value dimensions among the NCC and Non-NCC Higher Education Students of Chennai and Puducherry with respect to the demographic variables.

✓ Gender  
✓ Year of Study  
✓ Stream of Subject  
✓ Type of Institution  
✓ Parent’s Educational Qualification  
✓ Parent’s Annual Income  
✓ Locality

Hypothesis (H.3.1)  
There is no significant difference in the Overall level of Leadership Skill dimensions among the Higher Education Students of Chennai and Puducherry.

Hypothesis (H.3.1.1)  
There is no significant difference in the level of Leadership Skill dimensions among the Higher Education Students of Chennai and Puducherry.

Hypothesis (H.3.2)  
There is no significant difference in the level of Leadership Skill dimensions among the NCC and Non-NCC Higher Education Students of Chennai and Puducherry.

Hypothesis (H.3.3)  
There is no significant difference in the level of Leadership Skill dimensions among the NCC and Non-NCC Higher Education Students of Chennai.
Hypothesis (H.3.4)
There is no significant difference in the level of Leadership Skill dimensions among the NCC and Non-NCC Higher Education Students of Puducherry.

Hypothesis (H.3.5)
There is no significant difference in the level of Leadership Skill dimensions among the NCC and Non-NCC Higher Education Students of Chennai and Puducherry with respect to the demographic variables.

- Gender (H 3.5.1)
- Year of Study (H 3.5.2)
- Stream of Subject (H 3.5.3)
- Type of Institution (H 3.5.4)
- Parent’s Educational Qualification (H 3.5.5)
- Parent’s Annual Income (H 3.5.6)
- Locality (H 3.5.7)

Hypothesis (H.4.1)
There is no significant difference in the Goal Achievement Behaviour dimensions among the Higher Education Students of Chennai and Puducherry.

Hypothesis (H.4.2)
There is no significant difference in the Goal Achievement Behaviour dimensions among the NCC and Non-NCC Higher Education Students of Chennai and Puducherry.

Hypothesis (H.4.3)
There is no significant difference in the Goal Achievement Behaviour dimensions among the NCC and Non-NCC Higher Education Students of Chennai.

Hypothesis (H.4.4)
There is no significant difference in the Goal Achievement Behaviour dimensions among the NCC and Non-NCC Higher Education Students of Puducherry.
**Hypothesis (H.4.5)**
There is no significant difference in the Goal Achievement Behaviour dimensions among the NCC and Non-NCC Higher Education Students of Chennai and Puducherry with respect to the demographic variables.

- ✓ Gender (H 4.5.1)
- ✓ Year of Study (H 4.5.2)
- ✓ Stream of Subject (H 4.5.3)
- ✓ Type of Institution (H 4.5.4)
- ✓ Parent’s Educational Qualification (H 4.5.5)
- ✓ Parent’s Annual Income (H 4.5.6)
- ✓ Locality (H 4.5.7)

**Hypothesis 5**
There is no significant relationship between Leadership Skills and Goal Achievement Behaviour among the NCC and Non-NCC Higher Education Students of Chennai and Puducherry.

**Hypothesis 6**
There is no significant relationship between Leadership Skills and National Value among the NCC and Non-NCC Higher Education Students of Chennai and Puducherry.

**Hypothesis 7**
There is no significant relationship between Goal Achievement Behaviour and National Value among the NCC and Non-NCC Higher Education Students of Chennai and Puducherry.

**Hypothesis 8**
There is no significant relation and coefficient of determinance with the Leadership Skill, Goal Achievement Behaviour towards National Value among the NCC Cadets and Non-NCC Higher Education Students of Chennai and Puducherry.
1.15 METHOD OF STUDY

Normative Survey Method was followed to collect data and to analyze them statistically.

1.16 POPULATION

A research population is also known as well defined collection of individuals or objects which are supposed to have similar characteristics. All individuals or objects within a certain population usually have common, binding characteristics or traits. The researcher selected the NCC and Non-NCC Students of Chennai and Puducherry Higher Education Institutions.

1.17 SAMPLE

The investigator selected the, Higher Education’s Institution from Chennai and Puducherry for the investigation. The study was conducted with a sample of only 356 NCC Cadets and 356 NON-NCC College Students only’. The study was conducted in the State Government Colleges, Aided Colleges and Central Institutions. Data was collected form Arts, Science, Applied Sciences & Engineering College students from 06 Institutions of Chennai and 04 Institutions of Puducherry region. The Study restricted to 3 Groups and 5 Units of Tamil Nadu, Pondicherry and Andaman Nicobar NCC Directorate.

1.18 RESEARCH TOOLS

Research tools used in the study are

1. Personal Value Questionnaire (PVQ) was developed and Standardized by G.P.Sherry and R.P.Verma (2006).

2. Value of Spirit of Nationality (VSN) Questionnaire was developed and Standardized By Joyti Siwalkar and Vrinda Joglekar (2010)

3. Goal Achievement Behaviour Inventory (GABI) by Susan Barkman and Krisannan, (2012). Purdue University, Indiana, United States. (Adopted and Modified by the Investigator)

4. Leadership Skill Questionnaire (LSQ) Constructed and Standardised by the Investigator and Validated by the Experts (2014).

5. Personal Details Proforma.
1.19 COLLECTIONS OF DATA

For the present research, the investigator adapted Normative Survey and used Disproportionate Stratified Random Sampling Technique to collect the sample. The researcher used the Standardized tool namely Personal Value Questionnaire (PVQ) and Value of Spirit of Nationality (VSN). Leadership Skills Questionnaire (LSQ) and Goal Achievement Behaviour Inventory (GOBI) were developed and Standardized by the investigator with his research supervisor and validated by the field experts which was also administered to collect the data. Data collected from 356 NCC Students and 356 Non-NCC Students of Higher Education Institutions of Chennai and Puducherry.

1.20 ANALYSIS OF DATA

The term analysis refers to the computation of certain measures along with searching for the patterns of relationships that exist among the target group. The collected data were analysed using appropriate techniques, which are mentioned below.

1.20.1 STATISTICAL TECHNIQUES EMPLOYED

The Investigator used the following Statistical Techniques for the study. They are

- Descriptive Analysis:
  - Mean
  - Standard Deviation
- Differential analysis:
  - T-test
  - ANOVA
- Relationship analysis:
  - Correlation Analysis and
  - Regression Analysis
1.21 DELIMITATIONS OF THE STUDY

- The study was restricted to NCC and Non-NCC Students in higher educational institutions
- The data collection was restricted to Puducherry region and Tamil Nadu only.

1.22 CHAPTERISATION

- Chapter-I of this study contains a brief Introduction of the National Cadet Corps, Citizenship Education, National Value, Personal Value, Leadership Skill and Goal Orientation Behaviour and a note about the need and significance of the study, objectives, hypotheses, methodology, and delimitations.

- Chapter-II contains review of the studies related to the present investigation, done in India and in other countries related to Citizenship Education, National Value, Personal Value, Leadership Skill and Goal Orientation Behaviour

- Chapter-III talks about the Methodology. Survey method was used to measure significance of National Cadet Corps Programme in imparting the values such as National Value, Personal Value, Leadership Skill and Goal Orientation Behaviour. These were discussed under the headings like method of study, variables, tools employed, sample and statistical techniques for the analysis.

- Chapter-IV contains the analysis and interpretation of the data.

- Chapter-V contains the summary of procedure with, major findings and educational implications. It also includes recommendations and suggestions for the future research.
1.23 CONCLUSION

This chapter provided a general introduction, need for the study, significance and objectives of the research, statement of the problem and limitations of the study. In the following pages, the review of related studies on the areas of Citizenship Education, National Value, Personal Value, Leadership Skill and Goal Orientation Behaviour have been discussed.