Presented below are the methodological details and the findings regarding objective No.5 which has been stated as:

"To Study the Impact of National Service Scheme on

(i) The students and
(ii) The local community"

6.1 METHODOLOGY:

The following methods were adopted for conducting the study.

6.1.1 Instrumentation:

For collection of information on the impact of NSS three questionnaires and two interview schedules were developed.

Two of the three questionnaires were developed for the Programme Officers (Appendix-A and B) and the third one was for the student volunteers (Appendix-C). The details of the procedure adopted for developing the questionnaires are similar to the description in Chapter IV.
After careful consideration in terms of the objectives, the investigator included two items in each of the questionnaires which were to be filled in by the Programme Officers. These items were meant to study the impact of NSS on the students and the local people. They covered aspects like inculcation of the sense of dignity of labour among the students, cultivation of organisational skill and leadership qualities, developing acquaintance with the Community, improvement of educational status of the people, motivation against social evils, creating awareness about the innovative techniques of production etc.

The questionnaire developed for the student volunteers contained questions to collect their opinions on the impact of NSS on the local people and the students themselves.

Two interview schedules were developed, one for the Principals (Appendix-D) and the other for the local people (Appendix -E). Each interview schedule contained questions to collect information on the impact of NSS on the students and the local people.

6.1.2 Sampling:

To study the impact of NSS on the students and the
local community the investigator had proposed to collect information from 30 colleges of Sambalpur University having NSS units.

It had been proposed that information would be collected from all the Principals and 63 Programme Officers of all these colleges.

Eight hundred student volunteers of these 30 colleges had been selected to collect information on the impact of NSS.

Two consecutive camps organised by all the NSS Units of these colleges were undertaken to study the impact of Camping Programmes on the students and the local community. 200 local people were selected from whom data were to be collected in this connection.

The details of the sampling has been described in Chapter IV and V under Sub-Section 4.1.2 and 5.1.2.

6.1.3 Collection of data:

Data on the information concerning impact of NSS were collected from the Principals, Programme Officers, student volunteers and local people by administering the questionnaires and conducting interview wherever necessary. The first questionnaire meant for the
Programme Officers were sent to all the 63 Programme Officers of the 30 colleges by post with a request to send them back at their earliest convenience. Some of the Programme Officers sent back the filled-in questionnaires by post but in most of the cases the investigator had to meet the programme officers personally in order to collect the data. Data were collected from 24 Principals, 57 Programme Officers and 505 Volunteers. Care was taken for the students to enable them not to face any difficulty regarding the language of the question or in comprehending the content of the question. The investigator personally helped the students in this matter. It was proposed to collect information from 2 consecutive special camping programmes each from all the 63 units of the 30 colleges. Information could be collected on 63 Special Camping Programmes. Only 505 student volunteers were available to collect information on the Special Camping Programmes. The investigator met the Principals personally to conduct interview with them to collect information. Twenty four Principals were interviewed and information were collected from them. Letters of request to extend co-operation for collection of data were sent to all the colleges by the Programme Co-ordinator of NSS, Sambalpur University. As a result, the investigator found it convenient to
collect data. The investigator met the local people personally to conduct interview with them. 195 persons were interviewed who provided all the necessary information.

6.1.4 Analysis and Interpretation:

The information collected from the Principals, Programme Officers, the student volunteers and the local people with the help of the questionnaires and Interview schedules were properly tabulated and analysed. Percentages of responses of the items were calculated wherever necessary.

6.2 Findings and Discussion:

The findings followed by discussion regarding objective No.5 are presented below:

6.2.1 Impact of NSS on the Students:

The total process of NSS revolves round the students. Development of the personality of the students through community service is the ultimate objective of NSS. Therefore, attempt was made to study the impact of NSS on the students. The details of the responses are presented in the following tables.
6.2.1.1 Opinions of the Programme Officers on the Impact of NSS on the Students:

The opinions of the Programme Officers were collected in a five point scale. The five points in the scale were

'To a great extent,

To a considerable extent,

To some extent,

To a negligible extent and

Not at all'.

The scores given to different points were 4, 3, 2, 1 and 0 respectively. 44 male Programme Officers and 13 female Programme Officers responded. The procedure of calculation of the weightage is similar to the procedure described in Chapter V while discussing Table No. 80.
Table No. 88: Programme Officers' opinions on the impact of NSS on the students.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Aspects of impact</th>
<th>Opinions of the Programme Officers</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Maximum score</td>
<td>Total</td>
<td>Maximum score</td>
<td>Total</td>
</tr>
<tr>
<td>1</td>
<td>Students have been provided training in social service.</td>
<td>176</td>
<td>145</td>
<td>0.32 52</td>
<td>48</td>
</tr>
<tr>
<td>2</td>
<td>Students have become acquainted with the problems and way of life of the community.</td>
<td>176</td>
<td>149</td>
<td>0.34 52</td>
<td>43</td>
</tr>
<tr>
<td>3</td>
<td>They have realised their role and responsibility in solving the problems of the community.</td>
<td>176</td>
<td>137</td>
<td>0.77 52</td>
<td>41</td>
</tr>
<tr>
<td>4</td>
<td>They have gained experience in group living and team spirit.</td>
<td>176</td>
<td>144</td>
<td>0.81 52</td>
<td>43</td>
</tr>
<tr>
<td>5</td>
<td>Organisational skill and leadership qualities have been developed among the students.</td>
<td>176</td>
<td>133</td>
<td>0.75 52</td>
<td>41</td>
</tr>
<tr>
<td>6</td>
<td>Sense of dignity of labour has been inculcated among the students.</td>
<td>176</td>
<td>95</td>
<td>0.53 52</td>
<td>42</td>
</tr>
<tr>
<td>7</td>
<td>Students have been able to utilise their classroom knowledge to practical use in solving the problems of the community.</td>
<td>176</td>
<td>99</td>
<td>0.56 52</td>
<td>40</td>
</tr>
<tr>
<td>8</td>
<td>Students have been provided work experience to find avenues of self-employment.</td>
<td>176</td>
<td>39</td>
<td>0.22 52</td>
<td>10</td>
</tr>
</tbody>
</table>
The table shows that 'Training in Social Service' (Weightage 0.84), 'Acquaintance with the community' (Weightage 0.84), 'Gaining Experience in Group-living and Team-spirit' (Weightage 0.82), have been identified as three major benefits derived from NSS by the students.

The Programme Officers are of the opinion that the students have realised their roles and responsibilities in solving the problems of the community (Weightage 0.78) and have developed organisational skill and leadership qualities (Weightage 0.76) to a considerable extent by working in NSS. One of the striking features is that according to the Programme Officers NSS could not have much impact on the students in inculcating the sense of dignity of labour and developing ability to utilise their classroom knowledge to practical use in solving the problems of the community though these are two major objectives of NSS.

The opinions of the male Programme Officers and female Programme Officers differ on these two points. The female Programme Officers are of the opinion that sense of dignity of labour has been inculcated among the students (Weightage 0.80) and they have been able to utilise their classroom knowledge to practical use in solving the problems of the community (Weightage 0.76) to a considerable extent whereas the male Officers have opined that NSS has its impact on the students on these aspects to some extent only. According to the Programme Officers the impact of NSS on the students in finding avenues of self-employment is negligible (Weightage 0.21).
In course of investigation into the operational details of Special Camping Programmes, the Programme Officers were asked about their opinions regarding the impact of the Special Camping Programmes on the students.

From the responses it has been found that 'Gaining Practical knowledge about the Community' (weightage 0.80), 'Training in Social Service' (weightage 0.79), 'Development of Leadership quality among the Students' (weightage 0.76) and 'Developing Organisational Skill' (weightage 0.75) have been identified as four major benefits of the students from the Special Camping Programmes. The Programme Officers have stated that the students have got opportunity of 'Putting Classroom Knowledge into the practical field in the solution of the problems of the People' and 'Gaining experience of different Opportunities of self-employment after student career' only to some extent. These two aspects have been given the weightage of 0.48 and 0.30 respectively.

6.2.1.2 Opinions of the Principals on the Impact of NSS on the Students:

The responses of the Principals on the impact of NSS on students are presented below in Table No. 89.
Table No. 89: Opinions of the Principals on the Impact of NSS on the Student Volunteers.

N = 24

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Aspects of Impact</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students get opportunity to know the community closely.</td>
<td>21</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>2</td>
<td>Students get training in social service.</td>
<td>21</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>3</td>
<td>Students apply their classroom knowledge in the practical field.</td>
<td>17</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Students realise the dignity of labour.</td>
<td>8</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>NSS helps students to become good citizens in future.</td>
<td>9</td>
<td>3</td>
<td>12</td>
</tr>
</tbody>
</table>

N' Total number of Principals.

* Provision for multiple response.

The table shows that 'Training in Social Service' and 'Opportunity to know the community closely' have
been identified by all the Principals as benefits derived by the students from NSS. About 83% of the Principals are of the opinion that students have been able to apply their classroom knowledge in the practical field by joining NSS. Fifty percent of the Principals are of the view that the students will become good citizens in future by joining NSS. Like the Programme Officers, only 41.66% of the Principals have felt that NSS has been able to make the students realise the dignity of labour.

From the analysis of the opinions of the Programme Officers and Principals it is observed that both are of the opinion that NSS has helped the students to know the community closely and to be trained in Social service. Both the Principals and Programme Officers are of the view that NSS does not help much in inculcating the sense of dignity of labour among the students.

6.2.1.3 Opinions of the Local People on the Impact of NSS on the Students:

In course of interview with the local people the investigator gathered the opinion of the local people on the impact of NSS on the students. The following table gives the details.
Table No. 90: Opinions of the local people on the Impact of NSS on the Students.

N = 195

<table>
<thead>
<tr>
<th>Sl. Aspects of impact</th>
<th>Local People</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students avail opportunity to have acquaintance with the problems of the community.</td>
<td>187</td>
<td>95.89</td>
</tr>
<tr>
<td>2. Students gain experience of working in the society; learn different skills of working.</td>
<td>135</td>
<td>69.23</td>
</tr>
<tr>
<td>3. Students realise dignity of labour.</td>
<td>105</td>
<td>53.84</td>
</tr>
<tr>
<td>4. Students get opportunity to apply their classroom knowledge in the practical field.</td>
<td>115</td>
<td>58.97</td>
</tr>
</tbody>
</table>

'N' Total number of people.

* Provision for multiple response.

It is evident from the table that 'students becoming acquainted with the problems of the community' has been identified by almost all the respondents (95.89%) as an impact of NSS on the students.

About 69% of the people are of the opinion that by joining NSS the students have gained experience of working in the society and they have learned different
skills of working. This benefit has not been identified either by the Principals or by the Programme Officers. A majority of the people are of the opinion that by joining NSS the students have been able to apply their classroom knowledge in the practical field (58.97%) and they have realised the dignity of labour (53.84%).

The responses of the local people reveal that like the Principals and Programme Officers, a large number of them are of the opinion that NSS helps the students to have a close acquaintance with the problems of the community.

6.2.1.4 Opinions of the Students on the Impact of NSS on Them:

Attempt was made to study the opinions of the students regarding the impact of NSS on them. The findings are presented in Table No.91. The opinions were collected in a five point scale. The different points in the scale were 'To a great extent', 'To a considerable extent', 'To some extent', 'To a negligible extent' and 'Not at all'. The scores given to these points were 4, 3, 2, 1, 0 respectively. 450 male students and 55 female students responded. The procedure of calculation of the weightage is similar to the procedure described in Chapter V while discussing Table No.80.
### Table No. 91: Opinions of the Students on the Impact of NSS.

<table>
<thead>
<tr>
<th>Sl. Aspects of impact</th>
<th>Male</th>
<th>Opinions of students</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Maximum score</td>
<td>Total Weighage score</td>
<td>Maximum score</td>
<td>Total Weighage score</td>
</tr>
<tr>
<td>1. Training in social service.</td>
<td>1800</td>
<td>1519 0.84</td>
<td>220 190 0.78</td>
<td>2020 1709 0.84</td>
</tr>
<tr>
<td>2. Practical experience and knowledge about the community.</td>
<td>1800</td>
<td>1372 0.76</td>
<td>220 177 0.80</td>
<td>2020 1549 0.76</td>
</tr>
<tr>
<td>3. Realisation of dignity of labour.</td>
<td>1800</td>
<td>1459 0.81</td>
<td>220 194 0.88</td>
<td>2020 1653 0.81</td>
</tr>
<tr>
<td>4. Learning organisational skills.</td>
<td>1800</td>
<td>1187 0.65</td>
<td>220 140 0.63</td>
<td>2020 1327 0.65</td>
</tr>
<tr>
<td>5. Development of quality of leadership.</td>
<td>1800</td>
<td>1210 0.67</td>
<td>220 130 0.59</td>
<td>2020 1340 0.66</td>
</tr>
<tr>
<td>6. Experience of group-living and team-spirit.</td>
<td>1800</td>
<td>1431 0.79</td>
<td>220 191 0.86</td>
<td>2020 1622 0.80</td>
</tr>
</tbody>
</table>
Table No. 91 (Contd.)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Aspects of impact</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Putting classroom knowledge into the practical field for the solution of the</td>
<td>1800</td>
<td>1153</td>
<td>220</td>
<td>153</td>
<td>0.69</td>
<td>2020</td>
<td>1306</td>
<td>0.64</td>
<td></td>
</tr>
<tr>
<td></td>
<td>problems of the people.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Gaining experience of different opportunities of self-employment after student</td>
<td>1800</td>
<td>565</td>
<td>220</td>
<td>81</td>
<td>0.36</td>
<td>2020</td>
<td>646</td>
<td>0.31</td>
<td></td>
</tr>
<tr>
<td></td>
<td>career.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Satisfaction of working for others.</td>
<td>1800</td>
<td>1478</td>
<td>220</td>
<td>164</td>
<td>0.74</td>
<td>2020</td>
<td>1642</td>
<td>0.81</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Good holidaying and merry-making.</td>
<td>1800</td>
<td>1090</td>
<td>220</td>
<td>142</td>
<td>0.64</td>
<td>2020</td>
<td>1232</td>
<td>0.60</td>
<td></td>
</tr>
</tbody>
</table>
It is observed from the table that like the Principals, Programme Officers, and the local people the students have also viewed 'Training in Social Service' to be the most important benefit derived by them from NSS. According to the students they have realised the dignity of labour to a considerable extent by joining NSS. It has been seen from the responses of the Principals, Programme Officers and local people that they have considered this aspect as an impact of NSS on the students. The other aspects, which the students have opined as major impact of NSS are 'Acquiring practical experience and knowledge about the community', 'Gaining experience of group living and team-spirit' and 'Having satisfaction of working for others'. The students are of the opinion that they have been able to put the classroom knowledge into the practical field to some extent. They have opined that their gain in having experience of opportunities of self-employment has been negligible.

By taking a comparative view of the opinions of the Principals, Programme Officers, local people and student volunteers, it is observed that all of them have opined that 'Training in social service' and 'Getting opportunity to know the community closely' are the major benefits derived by the students.
by joining NSS.

Most of the respondents have identified, 'Realisation by the students about their role and responsibility in solving the problems of the community', 'Gaining experience in group living and team spirit' 'Development of organisational skill and leadership qualities' as the major impact of NSS on the students.

The students are of the opinion that 'Realisation of dignity of labour' is a major impact of NSS on them. But the Principals, Programme Officers and local people are of the opinion that NSS does not have much impact on the students in this regard. On this point the opinion of the students must be given due weightage because it is they who have the best ability to judge whether any sense of dignity towards manual labour has been inculcated in them or not.

'Getting opportunity to utilise the classroom knowledge to practical use in the solution of the problems of the community' is a major objective of NSS. About 83% of the Principals and 58.97% of the local people are of the opinion that students get this opportunity by joining NSS. But the Programme Officers and students have not given much weightage to this
aspect. NSS has negligible role to play in helping the students in gaining experience of different opportunities of self-employment after student career. The Principals and the Programme Officers had not mentioned about this aspect in course of the interview, whereas the Programme Officers and the students have opined that the student volunteers have been benefitted by NSS in terms of experiencing different opportunities of self-employment to a negligible extent.

6.2.2 Impact of NSS on the Local People:

NSS aims at development of the people where the programmes are being carried out. It is expected naturally that NSS will have some impact upon the people when they are associated with NSS. An attempt has been made to study the impact of NSS on the local people. The details of the impact has been presented below.

6.2.2.1 Opinions of the Programme Officers on the Impact of NSS on the Local People:

Opinions of the Programme Officers on the impact of NSS on the local people are presented below. The opinions were collected in a five point scale in which the points 'To a great extent', 'To a considerable extent', 'To some extent', 'To a negligible extent' and 'Not at all'. The scores assigned to these points were 4, 3, 2, 1, 0 respectively. 44 male Programme Officers and 13 female Programme Officers responded. The procedure of calculation of the weightage is similar to the procedure described in Chapter V while discussing Table No. 80.
Table No. 92: Opinions of the Programme Officers on the benefits to the Community by NSS Programmes.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Aspects of impact</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Durable community assets have been created.</td>
<td>176</td>
<td>52</td>
<td>128 0.72</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30 0.57</td>
<td>228</td>
<td>0.59</td>
</tr>
<tr>
<td>2</td>
<td>Medical aid facilities have been provided to the people.</td>
<td>176</td>
<td>52</td>
<td>96 0.54</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30 0.57</td>
<td>223</td>
<td>0.55</td>
</tr>
<tr>
<td>3</td>
<td>Hygienic condition of the people has been bettered.</td>
<td>176</td>
<td>52</td>
<td>67 0.38</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26 0.50</td>
<td>228</td>
<td>0.40</td>
</tr>
<tr>
<td>4</td>
<td>General improvement in the educational level of the villagers has been made through educational programme.</td>
<td>176</td>
<td>52</td>
<td>94 0.53</td>
</tr>
<tr>
<td></td>
<td></td>
<td>37 0.71</td>
<td>228</td>
<td>0.57</td>
</tr>
<tr>
<td>5</td>
<td>Awareness has been created among the people on the need of Education and literacy.</td>
<td>176</td>
<td>52</td>
<td>125 0.71</td>
</tr>
<tr>
<td></td>
<td></td>
<td>31 0.59</td>
<td>228</td>
<td>0.58</td>
</tr>
<tr>
<td>6</td>
<td>Women have been educated on different aspects like child care, food preservation etc.</td>
<td>176</td>
<td>52</td>
<td>56 0.31</td>
</tr>
<tr>
<td></td>
<td></td>
<td>35 0.57</td>
<td>228</td>
<td>0.39</td>
</tr>
</tbody>
</table>

Opinions of the Programme Officers on the benefits to the Community by NSS Programmes.
### Table No. 92 (Contd.)

<table>
<thead>
<tr>
<th>Sl. Aspects of impact No.</th>
<th>Opinions of the Programme Officers</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Maxi-mum score</td>
<td>Total Weig-obta-hage</td>
<td>Maxi-mum score</td>
</tr>
<tr>
<td>7. Women have been trained in knitting, weaving and other techniques of the sort.</td>
<td>176</td>
<td>32</td>
<td>0.13</td>
<td>52</td>
</tr>
<tr>
<td>8. People have been made aware of and motivated to adopt innovative techniques in agriculture.</td>
<td>176</td>
<td>50</td>
<td>0.28</td>
<td>52</td>
</tr>
<tr>
<td>9. Training in Dairy farming, Poultry farming, Animal care has been imparted to the people.</td>
<td>176</td>
<td>40</td>
<td>0.22</td>
<td>52</td>
</tr>
<tr>
<td>10. People have been made aware of and have been helped to avail facilities from different developmental schemes of the Government.</td>
<td>176</td>
<td>73</td>
<td>0.44</td>
<td>52</td>
</tr>
<tr>
<td>11. Work has been done on developing village forests and avenue plantation.</td>
<td>176</td>
<td>99</td>
<td>0.56</td>
<td>52</td>
</tr>
</tbody>
</table>
12. People have become conscious of the benefit of tree plantation.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Aspects of impact</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Maxi-</td>
<td>Total</td>
<td>Maxi-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mum</td>
<td>Weig-</td>
<td>mum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>score</td>
<td>htage</td>
<td>score</td>
</tr>
<tr>
<td>12</td>
<td>People have become conscious of the benefit of tree plantation.</td>
<td>176</td>
<td>75 0.42</td>
<td>52 13 0.25</td>
</tr>
<tr>
<td>13</td>
<td>Condition of Historical monuments and places of tourist potentiality has been improved.</td>
<td>176</td>
<td>16 0.09</td>
<td>52 4 0.07</td>
</tr>
<tr>
<td>14</td>
<td>People have been motivated against social evils.</td>
<td>176</td>
<td>106 0.60</td>
<td>52 33 0.63</td>
</tr>
<tr>
<td>15</td>
<td>Local organisations like village committees, Mahila mandals, village library have been organised.</td>
<td>176</td>
<td>40 0.22</td>
<td>52 10 0.19</td>
</tr>
<tr>
<td>16</td>
<td>People have become aware of their needs and problems.</td>
<td>176</td>
<td>119 0.67</td>
<td>52 22 0.44</td>
</tr>
<tr>
<td>17</td>
<td>People have been made aware of their rights and responsibilities as citizens.</td>
<td>176</td>
<td>96 0.54</td>
<td>52 23 0.53</td>
</tr>
<tr>
<td>18</td>
<td>Confidence has been created among them to solve their own problems.</td>
<td>176</td>
<td>97 0.55</td>
<td>52 19 0.36</td>
</tr>
</tbody>
</table>
The table shows that 'Creation of durable community assets' has been identified as the benefit received by most of the people (weightage 0.69). The reason is that a large number of programmes for enrichment of environment, and construction of Institutional buildings have been undertaken in NSS.

Further it is observed that the female Programme Officers have given less emphasis on this aspect than the male Programme Officers. Female units have undertaken less construction work than the male units. That may be the reason why female officers have given less emphasis to this aspect.

The Programme Officers are of the opinion that NSS has been able to create awareness among the people on the need of education and literacy and motivate the people against the social evils. Both the male and female Programme Officers have expressed almost similar views on these aspects.

It is evident from the responses of the Programme Officers that benefits to the women from NSS have been unsatisfactory. Male Programme Officers and female Programme Officers have expressed similar views on training of women in knitting, weaving, sewing etc. But their views differ on educating women on different
aspects like child care, food preservation etc. The female Programme Officers are of the opinion that the women have been benefitted to a considerable extent whereas male Programme Officers are of the view that benefit to the women on this aspect has been negligible.

Benefit derived from the Production Oriented Programmes has been unsatisfactory. Both the male and female Programme Officers are of the view that programmes like 'Motivating the people to adopt innovative techniques in agriculture', 'Training in dairy and poultry farming', 'Animal care' have benefitted the people to a negligible extent. From the study regarding the programmes undertaken in NSS, it has been found that only a few programmes which were production oriented had been organised both by male and female units. That is the reason why people were not able to benefit much on this aspect.

Opinions of the Programme Officers on the impact of the Special Camping Programmes were collected. The striking features of their opinions are, 'Creation of awareness of the people on their needs and problems' (weightage 0.61), 'Realisation of the importance of education' (weightage 0.72) and 'Motivation of the people against social evils' (weightage 0.61) have influenced the local people towards positive gains.
They further state that the impact of NSS has been feeble in 'motivating the people to adopt innovative techniques in agriculture and other fields', particularly about soil erosion and the benefit of tree plantation' (weightage 0.31 and 0.36 respectively).

It is clear from the above analysis that 'Creation of awareness among the people on their needs and problems', 'Realisation of the importance of education' and 'Motivating the people against social evils' are the major impact of NSS on the local people.

6.2.2.2 Opinions of the Principals on the Impact of NSS on the Local People:

Attempt was made to collect information from the Principals regarding the impact of NSS on the local people which are Presented below in Table No.93.
Table No. 93: Opinions of the Principals on the Impact of NSS on the Local People.

<table>
<thead>
<tr>
<th>S1. Aspects of No. impact</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f*</td>
<td>%</td>
<td>f*</td>
</tr>
<tr>
<td>1. Community assets are created.</td>
<td>15</td>
<td>62.50</td>
<td>2</td>
</tr>
<tr>
<td>2. Consciousness of the people on Education is developed.</td>
<td>18</td>
<td>75.00</td>
<td>3</td>
</tr>
<tr>
<td>3. Awareness of the people against different social evils is created.</td>
<td>11</td>
<td>45.83</td>
<td>2</td>
</tr>
<tr>
<td>4. Consciousness regarding benefit of plantation is developed among the people.</td>
<td>10</td>
<td>41.66</td>
<td>2</td>
</tr>
<tr>
<td>5. Hygienic condition of the people is improved.</td>
<td>13</td>
<td>54.16</td>
<td>3</td>
</tr>
<tr>
<td>6. Confidence is created among the people to solve their own problems.</td>
<td>7</td>
<td>29.16</td>
<td>1</td>
</tr>
</tbody>
</table>

N = 24

(N 1 Total number of Principals.
* Provision for multiple response.)
The table shows that a large number of Principals (87.5%) are of the opinion that 'Development of Consciousness of the people on Education' is a major impact of NSS on the people. The Programme Officers have also identified this as a major benefit to the local people. 'Creation of community assets' and 'Improvement of hygienic condition of the people' have been identified as benefits to the community by 70.83% and 66.66% of the Principals respectively. Around 50% of the Principals are of the opinion that NSS has been able to create awareness among the people against various social evils. Fifty percent of the Principals have opined that people have become conscious regarding the benefit of the plantation. Only 33.33% of the Principals have opined that NSS activities have been able to create confidence among the people to solve their own problems.

6.2.2.3. Opinions of the Local People on the Benefits Derived by Them from NSS:

Attempt was made by the investigator to gather opinions from the local people on the benefits derived by them from NSS. Presented below are the details of the benefits.
Table No. 94: Opinions of the Local People on the Benefits Derived by the Local Community from NSS.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Aspects of benefit.</th>
<th>Local people</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Environmental condition has been bettered.</td>
<td>151</td>
<td>77.43</td>
</tr>
<tr>
<td>2.</td>
<td>Construction of roads/drain/repair of school buildings, club buildings etc. was done</td>
<td>105</td>
<td>53.84</td>
</tr>
<tr>
<td>3.</td>
<td>Consciousness on Education has been developed.</td>
<td>148</td>
<td>75.89</td>
</tr>
<tr>
<td>4.</td>
<td>Awareness against social evils generated.</td>
<td>93</td>
<td>47.69</td>
</tr>
<tr>
<td>5.</td>
<td>Awareness of needs and problems of the locality created.</td>
<td>136</td>
<td>69.74</td>
</tr>
<tr>
<td>6.</td>
<td>Confidence has been developed to solve their own problems.</td>
<td>78</td>
<td>40.00</td>
</tr>
</tbody>
</table>

N = 195

The table shows that a large number of local people (78%) are of the opinion that they have received benefits from construction of roads, drains, school buildings, club houses and temples to a great extent. 'Betterment of environmental condition' and 'Development of consciousness on Education' have been identified as the benefits to the people by 77.43% and
75.89% of the respondents. The Principals and Programme Officers have also expressed their opinions that NSS has been able to develop consciousness among the people about the benefits of Education. Large number of Programmes on Environmental enrichment and Conservation had been undertaken by NSS. This may be the reason for large number of local people identifying 'Betterment of environmental condition' as a major benefit to them from NSS. One hundred and thirty six respondents (69.74%) are of the opinion that NSS has generated awareness among them about their needs and problems. Only 47.69% of the people are of the opinion that NSS has been able to create awareness in them against social evils. Only 40% of the people are of the opinion that NSS has been able to develop confidence in them to solve their own problems. The developmental activities done by NSS in the villages and slums are not the end by themselves. These activities are means to enable the people to identify their needs and problems and to work to solve their own problems. But only 40% of the people are of the opinion that confidence has been developed among them to solve their problems. The Programme Officers and volunteers must try to develop this ability among the local people; so that, NSS will be able to work as an organisation for social change.
6.2.2.4 Opinions of the Student Volunteers on the Impact of MSS on the Local People:

Student volunteers were requested to give their views on the impact of NSS on the local people. Their responses are presented in Table No. 94. The opinions of the student volunteers were collected in a five point scale in which the points were 'To a great extent', 'To a considerable extent', 'To some extent', 'To a negligible extent' and 'Not at all'. The scores assigned to these points were 4, 3, 2, 1, 0 respectively. 450 male volunteers and 55 female volunteers responded. The procedure of calculation of weightage is similar to the procedure described in Chapter V while discussing Table No. 30.
Table No. 95: Impact of NSS on the local people as viewed by the student volunteers.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Aspects of impact</th>
<th>Max. Obtained Score</th>
<th>Weighed Percentage</th>
<th>Max. Obtained Score</th>
<th>Weighed Percentage</th>
<th>Max. Obtained Score</th>
<th>Weighed Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>People have become aware of their needs and problems.</td>
<td>1800</td>
<td>1318</td>
<td>0.73</td>
<td>220</td>
<td>162</td>
<td>0.73</td>
</tr>
<tr>
<td>2</td>
<td>People have realised their roles and responsibilities as citizens.</td>
<td>1800</td>
<td>1109</td>
<td>0.61</td>
<td>220</td>
<td>152</td>
<td>0.69</td>
</tr>
<tr>
<td>3</td>
<td>Confidence has been created among them to solve their own problems.</td>
<td>1800</td>
<td>1133</td>
<td>0.62</td>
<td>220</td>
<td>162</td>
<td>0.73</td>
</tr>
<tr>
<td>4</td>
<td>People have realised the importance of education.</td>
<td>1800</td>
<td>1176</td>
<td>0.65</td>
<td>220</td>
<td>182</td>
<td>0.82</td>
</tr>
<tr>
<td>5</td>
<td>Awareness has been created among the people regarding the welfare schemes of the Government.</td>
<td>1800</td>
<td>1116</td>
<td>0.62</td>
<td>220</td>
<td>120</td>
<td>0.54</td>
</tr>
<tr>
<td>6</td>
<td>People have been motivated against social evils.</td>
<td>1800</td>
<td>1059</td>
<td>0.58</td>
<td>220</td>
<td>132</td>
<td>0.60</td>
</tr>
<tr>
<td>7</td>
<td>People have been motivated to adopt innovative techniques in Agriculture and other fields.</td>
<td>1800</td>
<td>859</td>
<td>0.47</td>
<td>220</td>
<td>102</td>
<td>0.46</td>
</tr>
<tr>
<td>8</td>
<td>People have been made conscious of soil erosion and benefits of tree plantation.</td>
<td>1800</td>
<td>1097</td>
<td>0.60</td>
<td>220</td>
<td>120</td>
<td>0.54</td>
</tr>
</tbody>
</table>
The analysis shows, the students feel that NSS has been able to create awareness among the people about their needs and problems to a considerable extent. Making the people realise the importance of education is a major impact of NSS on the people (weightage 0.67). Other major impacts of NSS on the local people are 'Realisation by the people about their roles and responsibilities as citizens', 'Creation of confidence among the people to solve their own problems', 'Awareness on the welfare schemes of the Government', 'Motivation against Social evils', 'Awareness of the benefits of tree plantation' (All these aspects given weightage around 0.60%). Further the volunteers state that Production Oriented Programmes like motivating the people to adopt innovative techniques in Agriculture and other fields have benefitted the people to some extent.

Taking a gestalt of the responses of the Principals, Programme Officers, student volunteers and local people, it is observed that almost all these sections of the respondents are of the opinion that NSS has a good impact on the people in creating awareness in them about their needs and problems, realising their
role and responsibility as citizens, realising
the benefits of literacy and education and motivating
people against social evils.

Creation of community assets in the form of
roads, drains, cross bunds, wells, school buildings
etc. has been identified by almost all the respondents
as a major benefit to the local people.

NSS has not been able to provide any satisfactory
result in improving the status of women. Production
Oriented Programmes like training the women in
knitting, weaving, sewing, motivating the people in
adopting innovative techniques in agriculture and
other fields of production, training the people in
dairy and poultry farming, animal care etc. have
not drawn the attention of the NSS Organisers.

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CHAPTER VII

SUMMARY, CONCLUSION AND SUGGESTIONS

Education is the process through which the development of a society takes place. In order to function effectively for the betterment of the individual, the society must be closely related to the educational system. To achieve this end the educational system has to create a sense of social responsibility and social sensitiveness among the facilitators of education. A spirit of social service with qualities of co-operativeness and harmonious living must be imbibed among the students, who actually facilitate various activities of education. This holds good more specifically in case of college and university students because at this stage they are comparatively more matured and they are increasingly involved in various social activities. This can be effectively geared by providing them abundant social service activities in under-developed areas.

7.1 Gulf Between Education and Society:

During the past days it was observed that neither sufficient emphasis was given to develop the whole
personality of the child through education nor efforts were made to make education relevant to the Indian life. The system of education was bookish and theoretical as a result of which, it tended away the students from social realities. Sharp division was created between intellectual and manual labour. Manual labour acquired an element of social stigma.

7.2 **Attempt to Bridge the Gulf:**

Attempt was made by various individuals and organisations to bridge the gap that existed between Education and Society. Leading among those educationists was Gandhiji, who made a systematic and sustained attempt to modify the content, the curriculum and the methods to meet the requirements of the community. He devised a new system of education which was called Basic Education. The chief objective of Basic Education was to make education activity-oriented, graft-centred; to develop the total personality of the student and to make education relevant to the social needs and problems. Also Educational Planners, administrators and practitioners started thinking about introducing different types of social service programmes in the educational institutions and to involve the students in those activities in order to
inculcate a sense of social responsibility among them, to extend the classroom knowledge of the students to the society for the solution of its problems and thereby to make education socially relevant.

7.3 National Service Scheme Introduced:

Different Commissions such as University Education Commission(1948), National Service Committee(1959) Indian Education Commission (1966) and educationists like Jawaharlal Nehru, K.G. Saindalan gave different recommendations to introduce social service in the Colleges of India. After having careful consideration on these recommendations, the Government of India introduced National Service Scheme as a Pilot Project in the year 1969 in 37 Universities and 3 Institutions of higher learning with an enrolment of 40,000 student volunteers. The objective was to expose the students to the social realities and thereby to develop social consciousness in them, to put the scholarship of the students to practical use in the solution of the social problems and to develop the personality of the students through Community Service.
7.4 Some Basic Issues:

National Service Scheme has completed two decades of its functioning. Beginning in only 37 universities, it has now been introduced in all the universities of India. The enrolment position of students has increased from 40,000 in the beginning to 9.69 lakhs by 1986-39. Various developmental programmes are organised from time to time in order to bring improvement in the personality characteristics of the students as well as social practices.

Although a considerable amount of time and money has been spent and the scheme is running in full swing, some basic questions are raised in the minds of educational planners, administrators and research workers. How effectively has the Scheme been implemented? Is the involvement of people from Government and voluntary agencies and other branches of life encouraging? How have the students been benefitted by the Programme? Has the Scheme been able to play the role of an agent in Rural Reconstruction? How do the students, Programme Officers, Principals and the local people view the Programme?

7.5 Need for Research:

In order to find answers to the above questions
and with a view to obtaining a clear picture on the working of NSS, evaluation and research should form an integral part of this scheme. Any system in order to achieve its pre-set objectives must be subject to reorientation and reorganisation based on research findings. This is more intensely felt in case of a scheme like NSS in which the personality of the student is sought to be improved with the help of social service activities. NSS will be effective if time to time modifications based on research findings are introduced in the Scheme. Therefore, it goes without saying that research and evaluation are indispensable in NSS.

7.6 Researches Done on NSS:

The studies conducted by Delhi School of Social Work (1977, 1978), Madras School of Social Work (1978, 1979), Mohapatra (1985), Training Orientation and Research Centre, Ramkrishna Mission, Narendrapur (1987), Tata Institute of Social Sciences (1987) have arrived at a number of findings. Some of the important findings are:

- A substantial number of volunteers are the first generation of the family entering the portals of higher learning.
- In none of the Colleges all the volunteers complete the minimum requirement of 120 hours of service.

- In majority of the Universities, the University authorities make adequate efforts to keep the Programme Officers well informed regarding the operational needs of NSS Programmes.

- Only a few Programme Officers organise general Orientation Programmes for all NSS students.

- Placement units for Regular NSS Programmes in most cases, are adopted villages or other nearby villages. This is because the Programme Officers find it difficult to place the students either in the welfare Institutions or slums in Cities and towns.

- Most of the camp organisors arrange Pre-Camp Orientation Course for the volunteers.

- Majority of the Special Camping Programmes are held in the adopted places having a reasonable distance from the College.

- Camp activities mainly centre round manual works and Programmes on 'Health'. These activities are in tune with the felt-needs of the people.
- Due to frequent exposition to the Camping activities local organisations have been built up.

- The quantum of change of the attitude of the NSS volunteers towards, the social issues in favourable direction is more than the Non-NSS students.

- The perception of National priorities undergoes a change in case of NSS volunteers whereas the Non-NSS students do not indicate any change.

Considering the findings of these studies, it is observed that none of the studies has gone deep into the operational details of the scheme. Important aspects like mode of functioning of the Advisory Committee, Village adoption etc., have not been taken into account. How do the volunteers, Programme Officers, Principals and local people view NSS? What are the benefits derived by the students and the local community from NSS? These questions are yet to be answered.
7.7 **The Present Study:**

The present study intended to trace the Socio-Economic background of the NSS volunteers and Programme Officers, infrastructural facilities and administrative set-up in the Colleges, the operational details of NSS, the benefits derived by the students and the local community from NSS.

7.7.1 **Rationale:**

NSS has been functioning in India for the last two decades. The investment in terms of human resource and financial resource has been increasing year by year. In view of this, there should be detailed investigation into the working of the Scheme from time to time to reorganise and reorient it according to the needs of the time. Therefore, the investigator felt the necessity of taking up the present study.

Sambalpur University covers a major area of Orissa. This region of Orissa comprises of areas having diversified characteristics such as tribal, industrial, agricultural, urban and rural. Moreover, people belonging to this part of Orissa are economically and educationally backward. A study seems to be necessary to see how NSS has functioned in this part of the State.
Hence the study is titled as

"AN EVALUATION OF NATIONAL SERVICE
SCHEME IN SAMBALPUR UNIVERSITY"

7.7.2 Objectives of the Study:

The objectives of the study are -

1. To study
   (a) the genesis of National Service Scheme.
   (b) the development of National Service Scheme in Sambalpur University in terms of
       (i) Opening of Units,
       (ii) Enrolment of volunteers,
       (iii) Appointment of Programme Officers,
       (iv) Organisation of Programmes,
       (v) Allocation of funds.

2. To investigate into the organisational structure of National Service Scheme.

3. To enquire into the infrastructural facilities and Administrative set-up for functioning of National Service Scheme in the Colleges with
reference to
(i) facilities available,
(ii) Administrative support,
(iii) Advisory Committee,
(iv) Background of the Programme Officers and
(v) Background of the students.

4. To study the operational details of National Service Scheme in terms of
(i) Appointment of Programme Officers,
(ii) Enrolment and Orientation of volunteers
(iii) Adoption of villages and slums,
(iv) Regular NSS Programmes and Special Camping Programmes,
(v) Involvement of People and
(vi) Financial transactions.

5. To study the impact of National Service Scheme
on (i) the students and
(ii) the local Community.

7.7.3 Methodology:

The following methodology was adopted for conducting
the present study.
7.7.3.1 **Instrumentation:**

Two Questionnaires for the Programme Officers, One Questionnaire for the student volunteers, One Interview Schedule for the Principals and another Interview Schedule for the local people were developed to collect information on the infrastructural and administrative set-up in the Colleges for NSS, details of the operation of NSS, Impact of NSS on the students and the local people.

7.7.3.2 **Sampling:**

Thirty Colleges of Sambalpur University were selected to collect information for the study. These colleges included General, Professional, Co-educational and No-co-educational Colleges and were drawn from all parts of Sambalpur University. All the 30 Principals, 63 Programme Officers, 800 student volunteers of these colleges, 200 local people were selected from whom data were to be collected. It had been proposed to collect information from 2 consecutive Special Camping Programmes conducted by all the 63 NSS Units of these colleges for detailed investigation into the Special Camping Programmes.
7.7.3.3 **Collection of Data:**

Data were collected from the Official records, Government Circulars, books and journals and consulting the Government and University Officials. Questionnaires were mailed to the Programme Officers. Most of the officers returned the filled-in questionnaires by post. For the rest, the investigator met them personally. Information on the Special Camping Programmes were collected by visiting the Camps personally as far as possible. The investigator met the Principals and the local people personally to conduct interview with them. Information could be collected from 21 male Principals and 3 female Principals, 44 male Programme Officers, 13 female Programme Officers, 450 male student volunteers and 55 female student volunteers, and 195 local people. Though it was proposed to collect data from 2 consecutive Special Camping Programmes of all the 63 NSS units, information could be collected from 63 Camping Programmes because in many cases NSS units of Colleges held combined Camping Programmes.

7.7.4 **Findings:**

- NSS was introduced with an enrolment of 40,000 student volunteers in 1969 as a Pilot
Project in 37 Universities and 3 Institutions of higher learning. By the end of Seventh Five Year Plan the enrolment reached 9.7 lakhs against the target of 10 lakhs.

NSS was introduced in Sambalpur University in 1969-70 with an enrolment of 400 student volunteers covering 2 colleges. Within a decade the number of Colleges having NSS increased to 32 with the student enrolment of 4400. During the period from 1979-80 to 1988-89 there was steady improvement in the involvement of Colleges and enrolment of student volunteers. By 1988-89, 9000 student volunteers were enrolled in NSS covering 98 Colleges.

Organisation of Special Camping Programmes has not been able to keep pace with enrolment of students. Female volunteers have lagged behind the male volunteers in Camp participation.

There is irregularity in receipt of grants from the Government and disbursing the same to the colleges.
- The number of year-wise deputation of Programme Officers for orientation and training has remained low.

- For 90% of the Programme Officers 'getting opportunity for social service' is the prime motive for assuming responsibilities of NSS.

- Majority of the Programme Officers (60%) are untrained. About only 40% of the Programme Officers are trained.

- About 87% of the student volunteers belong to rural area; about 75% of the parents of the male volunteers have low level of academic attainment whereas 36% of the parents of female volunteers have medium on high level of academic attainment.

- Fifty percent of the parents encourage their wards to join NSS because the students will get opportunity for social service.

- In majority of the Colleges the frequency of meetings of the Advisory Committee is confined to one, which is inadequate.
- Facilities like separate room for NSS, adequate furniture, storage facility and adequate Camping equipments are not available in about 30% of the Colleges.

- Eighty percent of the Programme Officers do not face any difficulty in enrolling allotted number of student volunteers. Those who face difficulties ascribe the reason 'lack of sufficient motivation of the students' to this difficulty.

- About 90% of the Programme Officers have adopted villages for NSS activities.

- 'Backwardness and underdeveloped nature of the Place' is the main criterion of selecting a place for adoption and for organisation of Special Camping Programmes.

- Female Units conduct more Programmes on General Orientation than the male units in terms of the percentage of the total programmes undertaken. Discussion by the Programme Officers with the students is the most usual method adopted by the Programme Officers for General and Pre-Camp Orientation.
Students have suggested measures like inviting more Resource Persons, arranging field training and demonstration, supplying adequate literature to make the Orientation Programmes effective.

'Need of the locality' has been given the top most priority by the Programme Officers as the basis of selecting the Projects for Special Camping Programmes.

'Lack of Educational facilities' has been identified as the most intense Problem by the Programme Officers. In the places of Camps, 'Insanitation and unhygienic condition' and 'Lack of medical facilities' have been identified as other major problems.

Largest number of activities are undertaken in the area of Enrichment of Environment and Conservation in both Regular NSS Programmes and Special Camping Programmes. 'Education and Recreation' occupies the second place in terms of percentage of work in the Special Camping Programmes. Programmes like Animal Care, Creating awareness for improvement of
the status of women, Production Oriented Programmes and Programmes for working during emergencies are given less priority.

- Activities of tangible nature such as Plantation, Construction of roads, drains etc. Disposal of garbage composting, Construction and repair of school building, etc., have been given more attention than activities having intangible results like Education and Motivation etc.

- Local people found the Programmes on Health, Animal Care and Education for children to be most useful to them.

- In about 25% of the Special Camping Programmes local participation is not encouraging. Wrong concept of the people about NSS is the prime reason for this.

- Programme Officers find the involvement of Government Officials in NSS activities discouraging.

- 'Training in Social Service' and 'Getting opportunity to know the community closely' are the major benefits derived by the students by joining NSS.
- Most of the Programme Officers and students have opined that due to the impact of NSS students have been able to 'realise their role and responsibilities in solving the problems of the community', 'gain experience in group living and team spirit'.

- Students feel that 'Realisation of dignity of labour' is a major impact of NSS on them. But the Principal, Programme Officers and the local people do not think that NSS has any such impact on the students.

- NSS has good impact on the people in 'creating awareness in them about their needs and problems', 'realising their role and responsibility as citizens', 'realising the benefits of literacy and education' and 'motivating people against social evils'.

- Creation of community assets in the form of roads, drains, cross-bunds, wells, etc., has been identified by the Principals, Programme Officers, local people and the students to be a major benefit derived by the people from NSS.
7.7.5 **Conclusion:**

NSS has been working as a link between the educational Institutions and the Community outside. Social Consciousness and social responsibilities are sought to be inculcated among the students by exposing them to the society through different activities. In order to fulfill such a great task every care must be taken to implement the scheme effectively. In spite of its successful implementation during the last two decades, the present study has revealed some weaknesses in the implementation of this Scheme. Adequate training Programmes for the Programme Officers are not organised. Orientation for the student volunteers is not given due attention. Advisory Committees in the Colleges are not meeting frequently to discuss on the functioning of NSS. A tendency has developed among the Programme Officers to undertake works of tangible nature. Important educational aspects like creating awareness against social evils are not paid due attention. Sometimes the projects undertaken in the Special Camping Programmes are not need-based. Many other lacunas of this nature have been noticed in the functioning of NSS. Sincere efforts must be made to correct these maladies if NSS has to be built up as a potential
agency for the development of the personality of the students and all-round Socio-Economic Development of the local Community.

7.7.6 Suggestions for further Research:

The present study has covered most of the aspects of NSS. Still then detailed study should be undertaken on many other important aspects in order to obtain a more clear picture of the Scheme.

The success of the Scheme can be measured in terms of the changes in the behaviour of the Volunteers as a result of working in NSS. A detailed study should be taken up to find out how far the qualities those are laid down in the objectives of NSS have been inculcated among the student volunteers.

Need arises to investigate into the effect of NSS on the personality characteristics of NSS Volunteers.

Studies on impact of NSS on the women volunteers are also warranted.

A study on the impact of NSS in improving the Socio-Economic Condition of the local people can be undertaken. While taking up this study emphasis
should be given on the development of literacy, awareness and functionality of the people.

It also leads the present investigator to suggest experimental studies by taking developmental variables like skill of hygienic living, problem solving ability and such other abilities among the local people.

Further, study can be taken to investigate how NSS is being perceived by the people of different walks of life.