

## **NSS – U2NS1**

### **PAPER – 1**

#### **Semester I & II**

#### **Unit I :**

NSS: Introduction – The History of NSS – growth of NSS – Objectives – The Motto – NSS Symbol – NSS Badge – NSS day – Important National days – NSS song

#### **National Service Scheme**

##### **Introduction**

National Service Scheme is a Nobel experiment in academic expansion. It inculcates the spirit of voluntary work among the students and teachers through sustained community interactions. It brings our academic institutions closer to society. It shows how to combine knowledge and action to achieve results, which are desirable for community development. NSS is a permanent student youth programme of the Government of India and the expenditure is shared by the Central and State Government in the ratio 7:5.

The overall aim of National Service Scheme is to give an extension dimension to the higher education system and orient the student youth to community service while they are studying in educational institution. The reason for the formulation of this objective is the general realization that the college students have tendency to get alienated from the village or slum masses which constitute the majority of the population of the country. The educated youth who are expected to take the reins of administration in future are found to be unaware of the problems of the village or slum community and in certain cases are indifferent towards their needs and problems. Therefore it is necessary to arouse the social conscience of the students, and to provide them an opportunity to work with the people in the villages and slums.

#### **The History of NSS**

In India, the idea of involving students in the task of national service dates back to the times of Mahatma Gandhi, the father of the nation. The central theme which he tried to impress upon his student audience time and again, was that they should always keep before them, their social responsibility. The first duty of the students should be, not to treat their period of study as one of the opportunities for indulgence in intellectual luxury, but for preparing themselves for final dedication in the service of those who provided the sinews of the nation with the national goods & services so essential to society. Advising them to form a living contact with the community in whose midst their institution is located, he suggested that instead of undertaking academic research about economic and social disability, the students should do “something positive so that the life of the villagers might be raised to a higher material and moral level”.

On September 24, 1969, the then Union Education Minister Dr. V.K.R.V. Rao,

launched the NSS programme as a result of discussions and studies at various academic and administrative levels by eminent personalities such as Dr. S Radhakrishnan, Prof. K.G. Saiyidain, Dr. D S Kothari, Dr. C D Deshmukh etc. It was appropriate that the programme was started during the Gandhi Centenary Year as it was Gandhiji who inspired the Indian youth to participate in the movement for Indian independence and the social uplift of the downtrodden masses of our nation.

The cardinal principle of the programme is that it is organised by the students themselves and both students and teachers through their combined participation in social service, get a sense of involvement in the tasks of national development. Besides, the students, particularly, obtain work experience which might help them to find avenues of self-employment or employment in any organisation at the end of their university career.

Community service rendered by university level students has covered several aspects like adoption of villages for intensive development work, carrying out the medico-social surveys, programmes of mass immunization, sanitation drives, skill development programmes, life skill programmes, energy conservation programmes, different kinds of technical training programmes, adult education programmes for the weaker sections of the community, blood donation, water conservation programmes, waste management programmes, employment generation programmes, helping homeless families, environment enrichment programmes, helping patients in hospitals, helping inmates of orphanages and the physically handicapped etc.

The overall aim of National Service Scheme is to give an extension dimension to the higher education system and orient the student youth to community service while they are studying in educational institution. The reason for the formulation of this objective is the general realization that the college level students have a tendency to get alienated from the village masses which constitute the majority of the population of the country. The educated youth who are expected to take the reins of administration in future are found to be unaware of the problems of the village community and in certain cases are indifferent towards their needs and problems. Therefore, it is necessary to arouse the social conscience of the students, and to provide them an opportunity to work with the people in the villages and slums. It is felt that their interaction with the common villagers and slum dwellers will expose them to the realities of life and bring about a change in their social perception.

### **Objectives:**

The broad objectives of NSS are to:

- (i) understand the community in which they work
- (ii) understand themselves in relation to their community;
- (iii) identify the needs and problems of the community and involve them in problem solving process;
- (iv) develop among themselves a sense of social and civic responsibility;
- (v) utilize their knowledge in finding practical solution to

- individual and community problems;
- (vi) develop competence required for group living and sharing of responsibilities;
- (vii) gain skills in mobilizing community participation;
- (viii) acquire leadership qualities and democratic attitude;
- (ix) develop capacity to meet emergencies and natural disasters and
- (x) practice national integration and social harmony.

### **The Motto of NSS**

The motto or watchword of the National Service Scheme is : **‘NOT ME BUT YOU’**. This reflects the essence of democratic living and upholds the need for selfless service and appreciation of the other person’s point of view and also to show consideration for fellow human beings. It underlines that the welfare of an individual is ultimately dependent on the welfare of society on the whole. Therefore, it should be the aim of the NSS to demonstrate this motto in its day-to-day programme.

### **NSS Symbol**



The symbol of the National Service Scheme, as appearing on the cover page of this Manual is based on the ‘Rath’ wheel of the Konark Sun Temple situated in Orissa. These giant wheels of the Sun Temple portray the cycle of creation, preservation and release, and signify the movement in life across time and space. The design of the symbol, a simplified form of the Sun-chariot wheel primarily depicts movement.

The wheel signifies the progressive cycle of life. It stands for continuity as well as change and implies the continuous striving of NSS for social transformation and upliftment.

### **NSS Badge**

The NSS symbol is embossed on the NSS badge. The NSS volunteers wear it while undertaking any programme of community service. The Konark

wheel in the symbol has eight bars which represent the 24 hours of the day. Hence, the badge reminds the wearer to be in readiness for service of the nation round the clock i.e., for 24 hours. The red colour in the badge indicates that the NSS volunteers are full of blood i.e., lively, active, energetic and full of high spirit. The navy blue colour indicates the cosmos of which the NSS is a tiny part, ready to contribute its share for the welfare of the mankind.

## **Important National days**

### **NSS Day**

NSS was formally launched on 24<sup>th</sup> September, 1969, the birth centenary year of the Father of the Nation. Therefore, 24 September is celebrated every year as NSS Day with appropriate programmes and activities.

### **NSS Song**

During Silver Jubilee Year the NSS theme song has been composed. All NSS volunteers are expected to learn the theme song and sing the song during NSS programmes and celebrations.

## **Unit II**

Basic concepts and Components: NSS Programme Officer – NSS volunteer – Community – Aims of NSS Programmes/Activities – Classification of NSS Programme – Adoption of Villages – contacting village/Area leaders – Survey of the village/Area Identification of Problem(s) – Completion of Projects – Evaluation of Project – Adoption of Slums – Survey of the Slum – Services in Slums of Coordination with Voluntary Organizations.

### **NSS Programme Officer**

The Programme Officer is one of the important person in NSS Organization, he/she plays pivotal role and responsible for the organization of NSS Unit, implementation of NSS Programme under the supervision and direction of Chairman and Principal of the College. He/she will be responsible to carryout the instructions issued by the Programme Co-ordinator of the University. NSS Regional Centre and State Liaison Officer for the implementation of NSS activities as per the Action Plan given by the Programme Coordinator, the Programme Officer plays the role of an organizer, an educator, as a motivator, a Coordinator, a supervision, an administrator, and public relation officer to improve the quality and magnitude of NSS Programmes in their institutions/ colleges.

### **The Duties and Functions of the NSS Programme Officer**

His/her functions can be stated as under.

#### **1. As a Organiser**

- i) To interpret the scheme to the students / volunteers and other members of the college community and create awareness about the NSS Programmes.
- ii) To provide information about NSS motto aims and objectives, philosophy and activities.
- iii) To enlist cooperation and coordination of community, agencies, government departments and non-governmental agencies.
- iv) To select or adopt the village/slum for service projects on the basis of utility and feasibility.

## **2. As an Educator**

- i) To prepare and conduct the orientation Programme for NSS Volunteers, explain them about the concept of social service.
- ii) To prepare and teach them the methods and skills required for achieving the objectives of the NSS scheme.
- iii) To promote community education through meetings, talks, new bulletins, discussions etc.

## **3. As a Motivator**

- i) He/she co-ordinate the NSS activities in accordance with the volunteers ability and community demands.
- ii) He/She to coordinate various external resources available in the forms of government services, welfare agencies and voluntary organizations for the success of the NSS Programmes.
- iii) He/She coordinates internal resources available in the form of teaching expertise of teachers for enhancing the knowledge and skills of the students in implementation of the NSS scheme.

## **4. As a Supervisor**

- i) He/She supervises the NSS Programme undertaken by Volunteers.
- ii) He/She supervisory and consultative skills should enable students to set realistic goals and see problems as a challenge and take appropriate steps to solve them.
- iii) He/She to assist in evaluation and follow-up work.

## **5. As an Administrator**

- i) He/She to keep the principal or Chairman of NSS, College advisory committee and the programme Coordinator of the University informed of the University informed of the programmes of the Unit.
- ii) To run day-to-day administration of the programmes.
- iii) To attend correspondence regularly between college and university.
- iv) To prepare progress report periodically for submission to college and university.
- v) To maintain record of volunteers participation and programmes undertaken.
- vi) To keep accounts and stock in the prescribed forms.

## **6. As a Public Relation Person**

- i) To inform the community about the NSS programmes through press reports, radio and television programmes.
- ii) To create awareness, through pamphlets, seminars and meetings.
- iii) To initiate to create awareness for image building of NSS in order to inspire and motivate the NSS Volunteers.

## **NSS Volunteer**

Since National Service Scheme is aimed at developing the personality of NSS volunteers through community service, hence, all NSS activities provide an opportunity to NSS Volunteers to involve themselves in community services.

### **1) Participation in NSS Programme/Training**

A student enrolled as NSS volunteer will have to put in 120 hours for community work in a year for a period of 2 years. He/she is likely to participate in different programmes and projects under NSS. The distribution of 120 hours on NSS activities is given as under :-

#### **a) Orientation**

i) Each NSS volunteer who joins NSS will undergo an orientation in NSS programme for 20 hours out of 120 hours. The 20 hours meant for orientation will further be divided as general orientation - 2 hours; special orientation - 8 hours and programme skill learning - 10 hours. During the general orientation the NSS volunteers will get to know the history and growth of NSS programme, aims, objectives and other basic concepts of NSS.

ii) After the general orientation is completed the students will be given special orientation where information regarding the realities of life pertaining to community and its problems. Volunteers will be encouraged to know more about the problems of village/urban slums and will be oriented for the schemes which are sponsored by the Government agencies and voluntary organisations in the field of community service;

iii) The 3rd phase of orientation will consist of developing programme skills which are essential for community work and completion of NSS projects. During the orientation the NSS volunteers should be given information regarding the following:

- 1) to establish rapport with the people in the project area;
- 2) identify needs, problems and resources of the community;
- 3) plan programmes and carry out the plans;
- 4) relate learning and experience towards finding solutions to the problems identified; and
- 5) record the activities in work diary systematically and assess the progress periodically and effect changes, as and when needed.

#### **b) Campus Projects**

The NSS volunteers may be asked to participate in the campus projects not exceeding 20 hours. The purpose of the campus project is to motivate the NSS volunteer for manual work and to instill in them the dignity of labour.

#### **c) Community Work**

Remaining 80 hours will be devoted to the community work. The NSS volunteer is expected to participate in projects prepared by the Programme Officer for community work. The aim of such projects is to bring the NSS volunteer face to face with the realities of life and needs & requirements of the community. The volunteer is expected to develop rapport with the community by sharing their problems and help them to overcome their difficulties. This first hand exposure to community realities does help to develop the personality of the volunteer.

## **2. Maintenance of Diary**

Every NSS volunteer will keep a record of his/her project work in his/her work-diary supplied by the Programme Officer.

## **3. Certificate**

NSS volunteer, who has completed 240 / 360 hours of regular activities in the period of Inter or P.G. student for 2 years / Degree student for 3 years and attended two 7 Days special camps, will be issued an NSS certificate by the respective university. In case, a volunteer does not fulfill the above conditions and has to miss the university certificate, the college authorities may issue Special Camp certificates to the NSS volunteers when they participate under NSS Unit.

## **NSS PROGRAMMES AND ACTIVITIES**

The National Service Scheme was started to establish a meaningful linkage between the campus and the community. Mahatma Gandhi, the Father of the Nation, had recognized that the country could not progress in a desired direction until the student youth were motivated to work for the upliftment of the villages/community. For Gandhi the villages, where majority of the population lived, represent the country i.e. India. Therefore, for the national reconstruction and national resurgence it was deemed fit that the students and teachers should be properly sensitized and utilized for strengthening the Indian society as a whole with particular emphasis on rural community. Therefore, student youth, teachers and the community are considered the three basic components of the National Service Scheme.

### **Aims of NSS Programmes/Activities**

The operational aim of NSS is to integrate the three basic components of the programme. NSS programme should provide a variety of learning experiences which must develop a sense of participation, service and achievement among the volunteers.

The activities should aim at the following:

(i) making education more relevant to the present situation to meet the felt needs of the community and supplement the education of the university/college students by bringing them face to face with the rural situation;

(ii) providing opportunities to the students to play their role in planning and executing development projects which would not only help in creating durable community assets in rural areas and urban slums but also results in the improvement of quality of life of the economically and socially weaker sections of the community;

(iii) encouraging students and non-students to work together along with the adults in rural areas;

(iv) developing qualities of leadership by discovering the latent potential among the campers, both students as well as local youth (Rural and Urban), with a view to involve them more intimately in the development programme and also to ensure proper maintenance of the assets created during the camps;

(v) emphasising dignity of labour and self-help and the need for combining physical work with intellectual pursuits;

(vi) encouraging youth to participate enthusiastically in the process of national development and promote national integration, through corporate living and cooperative action. While undertaking these activities, each NSS unit should envisage its

programmes/activities aimed at instilling discipline, building character, promotion of physical fitness and development of culture.

### **Classification of NSS Programme**

NSS activities have been divided in two major groups. These are regular NSS activities and special camping programme –

**(a) Regular NSS activity:** Under this, students undertake various programmes in the adopted villages, college campuses and urban slums during week ends or after college hours;

**(b) Special Camping Programme:** Under this, camps of 10 days duration are organised in adopted villages or urban slums during vacations with some specific projects by involving local communities. 50 percent NSS volunteers are expected to participate in these camps.

**NSS Regular activities:** As stated above, NSS volunteers undertake various activities in adopted villages and slums for community service. Duration of these services is 120 hours. The NSS units organise the regular activities as detailed below: (i) Orientation of NSS volunteers: To get the NSS volunteers acquainted with the basics of NSS programmes, 20 hours are allocated for their orientation through lectures, discussions, field visits, and audio-visuals etc. (ii) Campus work: The NSS volunteers may be involved in the projects undertaken for the benefit of the institution and students concerned. Such projects cover development of play grounds, laying of gardens, tree plantation in the premises, awareness programmes on drug-abuse, AIDS, population education and other projects. The NSS volunteers may work on campus projects for not exceeding 30 hours in a year; (iii) The remaining 70 hours will be utilised for community service on the projects in adopted villages/urban slums independently or in collaboration with others in this field, as detailed below.

(a) Institutional work: The students may be placed with selected voluntary organisations working for the welfare of women, children, aged and disabled outside the campus.

(b) Rural Project: The rural projects generally include the working of NSS volunteers in adopted villages for eradication of illiteracy, watershed management and wasteland development, agricultural operations, health, nutrition, hygiene, sanitation, mother and child care, family life education, gender justice, development of rural cooperatives, savings drives, construction of rural roads, campaign against social evils etc.

(c) Urban projects: In addition to rural projects other include adult education, welfare of slum dwellers, training in civil defence, traffic control, setting up first-aid posts, work in hospitals, orphanages, destitute home, environment, population education, drug, AIDS awareness, and income generation projects etc. Professional and technical institutions having NSS may have to design appropriate programmes for the community based on the needs. (d) Natural calamities & National Emergencies: The NSS units are expected to utilise the services of NSS volunteers at the time of natural calamities and national emergencies for mobilising public support and



rendering necessary assistance to the authorities in rescue, relief and rehabilitation. In such emergencies and calamities the Programme Officers are expected to take the initiative and offer the services of the NSS units and its volunteers to assist the administration.

(e) National Days and Celebrations: The National Service Scheme programmes also include the celebration of National days. The purpose of such a provision is to celebrate such occasions in a befitting manner. List of important days and weeks to be celebrated at institutional level are given in.

National Programmes: In the development perspective of any nation, certain programmes assumes special relevance in view of problems existing or anticipated. In our country, three such programmes have been launched. They are the Mass Programme of Functional Literacy, AIDS Awareness Programme and Sustainable development with emphasis on Watershed Management & Wasteland Development. It is pertinent to mention here that NSS Volunteers have come forward with zeal to make these programmes a great success.

### **Adoption of Villages/Slum**

A nearby village or slum has to be adopted by every NSS unit to organize need-based programmes for the benefit of the students in particular and the community in general. The special camp should also be conducted in the same village. The adopted village should not be changed frequently without producing tangible developments. This may take three to four years or even more.

Most of the colleges and universities are usually located in the urban areas. Due to long distance between the college campuses and the villages, the visits to the adopted villages by the NSS volunteers may become expensive and time consuming. In view of this, it is desirable to adopt slum especially by colleges located in urban areas.

### **Survey of the Slum**

For adoption of a slum, there should be composite survey team consisting of students drawn from faculties. The selected areas should be compact and should be easily accessible for students. The issues pertaining to the identification of problems, project planning, interaction and coordination with the various departmental agencies, execution and completion of projects shall be undertaken on the same basis/lines. The progress of projects should also be reviewed frequently.

### **Services in Slums**

The slum can be adopted by the NSS units with the aim of slum improvement and check its spread. Under this, activities like providing water, water logging, sanitation, electricity, drainage, health and welfare services, life and living conditions can be undertaken.

### **Role of NSS volunteers in Slum**

By taking into account the living conditions and status of slum dwellers of the slums, only highly motivated adaptable, mature and skilled students should be selected for slum

development. Following are the tasks which the students can undertake in slum areas:-

a) As Community Investigators

They can prepare brief community profile on various slums in the city or Town covering different amenities, services and living conditions etc.,

b) As Community workers

They can identify local leaders and in cooperation with them discuss local problems on which cooperative action can be initiated

c) As Programme aides

Students can help the local communities in launching a number of programmes like setting up a free milk distribution centre, sanitation drive, recreation, adult level primary education, health projects like immunization, first aid centre, child care, nutrition classes and free legal aid centres etc., They can help in forming youth clubs, children's groups, mahila mandals etc.,

d) As Community organizers

NSS students after establishing rapport with the slum dwellers, can form community association to tackle local problems on a group basis with reliance on local resources, self help and mutual aid and with some minimum external assistance.

### **Unit III**

National Integration: Importance and necessity – Freedom struggle and Nationalistic movement in India – National interests, objectives, threats and opportunities – unity in Diversity – contribution of youth in Nation building.

#### **National Integration**

National Integration is the awareness of a common identity among the citizens of a country, this means that although we belong to different castes, religions and speak different languages, we recognize the fact that we are all one. It is not just a national feeling, but the spirit which brings people of all dialects and beliefs together in a similar endeavor. National Integration arises through the behaviour and determination of citizens. It is the duty of every person as a citizen to oppose the forces and ideas that weaken national unity and integrity. In this article, we have discussed the definition of national integration by different authors, importance of national integration, advantages & disadvantages of national integration are also discussed.

#### **DEFINITION OF NATIONAL INTEGRATION BY DIFFERENT AUTHORS:**

Dr S. Radhakrishna defines that national integration cannot be made by bricks and mortar, mould and hammer, but it quietly grows in people's minds through education.

The great ideologist and author Myron Weiner, defines "National integration implies the avoidance of divisive movements that will balance the presence of attitudes in the nation and society that distinguish national and public interest from parochial interest".

HA Gani defines, "National integration is a socio-psychological and educational process through which a feeling of unity and harmony develops in the hearts of the people

and a sense of common citizenship or feeling of loyalty to the nation is fostered among them". To sum up, the concept of national integration includes political, economic, social, cultural and psychological dimensions and the interrelationships between them.

### **IMPORTANCE OF NATIONAL INTEGRATION:**

The importance of national integration is certainly can be understood as it helps to stabilize democracy, improve economic growth, develop the nation and provide all the important rights and duties to the people. A country like India has a varied society and has a large population, so it is a more difficult task to achieve. Historical Background: There was never a problem of national integration in ancient India. From time to time, some people and ethnic communities have been coming to India from outside Their language gradually merged with their customs, rituals and way of life in Indian society. This process also enriched society and culture here. When we talk about Indian culture, it means not the culture of anyone cult or any particular community, but the culture of the whole of India. In order to strengthen national integration in ancient times, many tasks were done smoothly. The biggest task among them was to develop a tendency to travel among Indians. Since ancient times, people have been coming from one place of the country to other places with devotion. There are two types of national integration. One form is based on uniformity, i.e. language, living and customs, ritual worship Another form of national integration is internal unity, i.e. language, the standard of living, customs, creed etc. of the people living in the nation may be different and however, everyone has the same attitude and thinking regarding national interests. Everyone has the same feeling and thinking on national issues such as national unity, integrity, sovereignty. In India, more than 250 languages and dialects are spoken and 22 languages have been notified as national languages, in the Constitution. Apart from the Hindus, Muslim Christians, Parsi, Sikh and believers of many religions. Naturally, there is a difference between the costumes and worship practices in them, but in spite of this, there is unity about national interests. This is called "unity in diversity". The spirit of nationalism gives strength to our unity.

### **NEED FOR NATIONAL INTEGRATION:**

When national integration occurs, individuals have the possibility to work together to build systems that enhance the prosperity of a nation and its people. Some things that may come in the way of national integration include religious or political divisions as well as communication barriers between citizens.

### **NATURE OF NATIONAL INTEGRATION:**

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there is a difference between the costumes and worship practices in them, but in spite of this, there is unity about national interests. This is called “unity in diversity“. The spirit of nationalism gives strength to our unity

### **SUPPORTING ELEMENTS IN NATIONAL INTEGRATION:**

Our national heroes have made several efforts from time to time to keep India’s unity and integrated. The Indian Constitution incorporated such ideals and principles that strengthen the unity of India. These principles are essential for the unity and integrity of India are a democracy, fundamental rights, fundamental duties, the unified justice system, secularism, common national emblems and national festivals etc. India is a democratic country, here the elected representatives of the public constitute the government. These representatives work according to the wishes of the public because it is the public who elects and sends them as a public representative.

1. EQUAL FUNDAMENTAL RIGHTS
2. EQUAL FUNDAMENTAL DUTIES
3. SECULAR
4. IDENTICAL SYMBOLS
5. TOURISM AND NATIONAL INTEGRATION

### **NATIONAL INTEGRATION IN INDIA:**

India is a sovereign, democratic, secular country. Here, all the people have equal rights and duties without discrimination on the basis of religion, caste, colour, creed, region and language, etc. India is a multi-racial and multi-religious country. It is a secular country where the people of all religions worship without any let or hindrance according to their religious practices, though subject to law and order. Geographically and linguistically India has a vast variety it is our unity in diversity. Indian people in different states and regions eat different kinds of food. They wear different clothes, they speak different languages, they have different castes and they observe different religious practices, still, they all are Indian. it is a pity that communal rights take place in different parts of our country of an all mostly the innocent, gullible people are incited by political leaders are religious bigots to indulge in acts of violence and resort to arson, murder, loot, Mayhem, etc. The result is the untold loss of life and property, mostly of innocent people. An awakening and love for the country should be brought about among the common people. These are the innocent illiterate people, who are most gullible and most likely to be astray, therefore the literacy campaign should be intensified. Inter-cast and inter-religious marriages should be encouraged. People should be encouraged to celebrate together festivals sacred to all religions. Ancient monuments where the temples are must use should we consider national monuments. Students should be given patriotic lectures in colleges and school and college curriculum should include lives of great national leaders. The practice of Pilgrimage, fairs, etc. were the members of all committees. Participate should be encouraged.

### **Causes of National Integration:**

1. **CASTEISM:** This is a major obstacle to national integration. There is a great difference in the population of different religions and castes in India. Followers of the appropriate caste or religion consider themselves superior to those who believe in other religions or castes. These biases are so ugly and narrow that people are unable to think of national interest.

2. **COMMUNALISM:** This is a major obstacle to national unity. In our country, people follow different religions: Hinduism, Islam, Christianity, etc. Generally, all citizens live together in harmony. Sometimes the accumulated interests create feelings of mutual enmity and hatred, leading to communal clashes. We need to rein in the communal divide to keep national unity unharmed.

3. **PROVINCIALISM:** It is also a major obstacle in India's national unity. There is a growing richness for the creation of new states based on language. The narrow sense of regionalism in various states of the country is increasing mutual enmity between states.

4. **POLITICAL PARTIES:** In democracies, political parties need to be there for building public opinion and political awareness. Unfortunately, there are many parties that chase votes on the basis of caste, religion, creed and region, disregarding the public and national interest.

5. **LINGUISTIC DIFFERENCES:** In a vast country like India, the national language should be spoken and understood in all regions. But due to narrow regional views, Hindi or any other language has not yet been included as a means of communication by all the people of the country. Politics on linguistic distinctiveness is not letting people rise above their partisan differences over language.

6. **ECONOMIC DISPARITY:** There is great social and economic diversity in our country. Some people in the country are rich, while most are poor. Economic asymmetry is a major problem in national integration and integration.

### **Advantages of National Integration:**

Increases the feeling of brotherhood.

Reduces differences about religion, region, race, culture. Reduces murders, massacres and riots etc. Supports in developing the nation.

Increase unity among people.

### **Disadvantages of National Integration:**

Social tension Corruption and illiteracy Lack of urbanization in some states Diversity with diverse issues Reduces differences regarding religion, region, race, culture or caste. Cycle of Poverty

### **Limitations in National Integration:**

There was no problem of national integration in ancient India, the whole country was tied in the thread of unity.

In the nineteenth century, the first step was taken in the direction of thinking towards developing the trend of segregation in the country.

Some people promote them for personal interest in our society. Sometimes people become more emotional in matters of their religion, their caste language or region.

This creates a situation of tension or conflict in society, this situation threatens the integrity of the country by weakening its unity.

For example:

Suppose there is a village in which people from two different communities live, they do not trust each other. So they have two different schools, two different water tanks etc. Apparently none of which is in good condition. The teachers available in the village are divided between the two schools. Now suppose that a student of community A is interested in history, but due to lack of a good life teacher he does not get good guidance in his own school.

Interestingly, the best history of the village is that of teacher community B and hence the teacher in another school. In this way, some students may lose their true potential due to caution between the two communities. The two communities trusted and respected each other, there would have been a single and more developed school, with all the best teachers available. This will help every student in the village regardless of their community. Ultimately, the village would have benefited greatly. National integrity does the same thing but on a much larger scale.

India is a country of vast geographical diversity, where many religions, castes, tribes and sects live. To maintain national integration, it is necessary to participate in the elements of national integration. Following the path and ideals of great nationalists promotes national integration. For a developing country like India, which has been a victim of slavery for some years; It should be strengthened for national integration to avoid threats like communalism, casteism and regionalism. These self-governments challenge national integration, leading to assassinations, massacres and riots, etc. The addition of external elements and forces became restrictive to national integration. Progress the country always struggles to divide the country and struggle mutually; the revolution in Kashmir is supported by such external forces. Prolonged confusion in Kashmir has separated these areas from the national mainstream youth when the number of these disorganized elements exceeds, they struggle for complete isolation. These differences are the superiority of our culture, when unilateral, become a weakness for national unity and integration. We need to recall the stories of countless nationalists who laid down their lives to maintain national independence and sovereignty.

#### **Unit IV**

Personality Development: Introduction to Personality Development – Factors influencing/shaping personality: Physical, Social, Psychological and Philosophical – Self-awareness – Know yourself – Interpersonal relationship and communication.

#### **Personality**

The word 'Personality' is used by some to refer the physical attributes of a person - body structure, skin colour, hairstyle etc. The physical characteristics of an individual, no doubt are important. But there are a number of intellectual and psychological qualities that

reveal the true personality of a person. The intellectual qualities includes communication skills, intelligence (IQ), capacity to Judge, tactfulness and inquisitiveness. Important among the psychological qualities are a person's attitude, level of motivation and capacity to overcome stress.

### **Definitions**

Many behavioural scientists have defined the term 'Personality'. One of the important definitions are given below

“Personality can be described as how a person affects others, how he understands and views himself and his pattern of inner and outer measurable traits”. -**Floyd L. Ruch.**

According to Stephen P.Robbins, “Personality is the sum total of ways in which an individual reacts and interacts with others”.

According to Leon G.Schiffman and Leslie Lazar Kanauck, “Personality may be defined as those inner psychological characteristics that both determine and reflect how a person responds to his or her environment”.

### **The Concept of Personality Development**

Personality development refers to the “process by which the organized thought and behavior patterns that make up a person's unique personality emerge over time. Many factors influence personality, including genetics and environment, how we were parented, and societal variables”.

### **Factors influencing/determining personality**

To put it simply, Personality is influenced mainly by 4 factors:

- **Physical Determinants:** Pertains to hereditary and physical features of an individual
- **Social Determinants:** Sociological aspects related to the community of an individual and his/her role in the community
- **Psychological Determinants:** Behaviour, emotions, sentiments, thought patterns and complexes of an individual
- **Philosophical Determinants:** Philosophical aspects related to Values, Morality, etc of an individual.

Other determinants of personality include cultural, situational, environmental factors, etc.

### **Physical Determinants of Personality**

Biological traits are the foremost parameter which reflects various factors of one's personality. Being the essential determinant of personality, it incorporates a majority of other factors as well which bring out the various insights about an individual. Some important constituents under the physical determinants of personality are:

- **Hereditary:** The features that can be determined from the time of conception are generally put under hereditary. Sex, physical stature, temperament, muscle composition, facial features,

height etc are the characteristics that one usually inherits from parents. Thus, through the hereditary approach, it is evident that the genes located in chromosomes are the ultimate explanation of personality.

- **Physical Features:** Physical appearance is also amongst the integral determinants of personality. How one appears physically actually plays an important role in how they are perceived by others. Whether one is short, tall, slim, fat, black or white will obviously have an impression on others and this will have an influence on the self-conception of the individual.

### **Social Determinants of Personality**

**The social determinants** analyse a personality as per the status of the individual in their social group or community and consider the individual's conception of their role in the group is like. The key factor that this approach weighs in is what others perceive us as plays a greater role in the formation of our personality.

The era has seen the widespread emergence of communication tools, especially through social media. Social media influencers hold an authoritative power to influence masses around the globe. Hence, anyone's personality is majorly persuaded by the social lives they lead and are a part of. Through socializing, be it virtual or real, one encounters a plethora of other individuals which some way or the other leave a mark on our personalities. The process starts as soon as we step into the real world from the playschool we go to peers and friends, amongst others. Our social life is one of the essential determinants of personality and that's why we are always advised to choose our social circle wisely.

### **Psychological Determinants of Personality**

Considering a personality as a particular style pertaining to each individual, the psychological approach is amongst the major determinants of personality. This specific style which is different for each individual actually gets determined through the accumulative characteristics of mental trends, emotions, sentiments, thought patterns and complexes. Further, it also studies an individual's mental conflicts, wishes, aspirations, feelings of repression, sublimation and emotional well-being.

### **Philosophical Determinants of Personality**

Philosophy is another essential factor that can play an important role in the development of our personality. Our intellect can influence various aspects and areas of our behaviour which in turn, can determine our personality. Here are the philosophical determinants of Personality:



- **Morality:** Our philosophy and worldview plays a crucial role in the development of our morality and how we see certain things as moral or immoral. Thus, morality is another factor that determines our intellect and thus overall personality as well.
- **Values:** An individual learns about values from his/her upbringing as well as from the society they are brought up in. These values and beliefs also form our philosophical behaviour and thus are an important determinant of our personality.

### Self Awareness:

“Self Constitutes care of personality pattern which provides integration. If a person can perceive his own behavioural style and how his behaviour is perceived by others, relationship can be better studied”.

Awareness of self is vital in the context of inter-personal relationships. Behavioural experts have identified four different levels of self-awareness. These are

- The open self
- The blind self
- The hidden self and
- The unknown self

The open self refers to a condition of an individual that is known both to the individual and to the person inter-acting. When the individual is honest and straight forward in his dealings, it should be clear as to what he is doing and what his motives are.

The ‘blind self’ refers to the state of an individual known to others but not known to him. For example, a person may do certain things unconsciously without knowing the pros and cons of his actions. But those watching him or interacting with him know the consequences of his actions.

	Known to self	Not known to self
Known to others	Open	Blind
Not known to others	Hidden	Unknown

The state of an individual known to him but not known to others is what is called ‘hidden self’. There are many things a person may not be prepared to discuss with others.

The ‘unknown self’ is the state of an individual that is neither known to him nor to the people with whom he interacts.

### Increase your self – Awareness: Are you a High Self Monitor?

Indicate the degree to which you think the following statements are true or false by circling the appropriate number; for example, if a statement is always true, you would circle the 5 next to that statement.

- 5 - Certainly always true
- 4 - Generally true
- 3 - Somewhat true, but with exceptions
- 2 - Somewhat false, but with exceptions
- 1 - Generally false
- 0 - Certainly always false

- |  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| 1. In Social situations, I have the ability to alter my behaviour if I feel that something else is called for.             | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. I am often able to read people's true emotions correctly through their eyes   | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. I have the ability to control the way I come across to people, depending on the impression I wish to give them.         | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. In conversation, I am sensitive to even the slightest change in the facial expression of the person I'm conversing with | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. My powers of intuition are quite good when it comes to understanding others emotions and motives                        | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. I can usually tell when others consider a joke in bad taste, even though they may laugh convincingly.                   | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. When I feel that the image I am portraying isn't working, I can readily change it to something that does                | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. I can usually tell when I've said something inappropriate by reading the listener's eyes.                               | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. I have trouble changing my behaviour to suit different people and different situations.                                 | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. I have found that I can adjust my behaviour to meet the requirements of any situation I find myself in.                | 5 | 4 | 3 | 2 | 1 | 0 |
| 11. If someone is lying to me, I usually know it at once from that person's manner of expression.                          | 5 | 4 | 3 | 2 | 1 | 0 |

- |  |                                      |
|--|--------------------------------------|
| 12. Even when it might be to my advantage, difficulty putting up a good front.                     | I have<br>5    4    3    2    1    0 |
| 13. Once I know what the situation calls for, it's easy for me to regulate my actions accordingly. | 5    4    3    2    1    0           |

### Scoring Key

To obtain your score, add up the number circled, except reverse scores for question 9 and 12. On those, a circled 5 becomes a 0, 4 becomes 1, and so forth. High self-monitors are defined as those with scores of approximately 53 or higher.

### Interpersonal Relationship

Human behaviour is complex to study as it is influenced by psychological factors. Besides, individual behaviour is affected by behaviour of others. One of the greatest challenge in the study of human behaviour is to analyse and improve the inter-personal relationships.

One of the approaches to understand interpersonal behaviour is transactional analysis which deals with understanding, predicting and controlling interpersonal relationship. Transaction analysis is a technique of analyzing and understanding interpersonal behaviour. Interpersonal relationships are composed of inter-self.

#### Communication:

The word 'communication has been derived from the Latin word 'communis' which means common. Communication, thus, is the process of sharing facts, ideas and opinions in common. Communication is said to take place when an individual conveys some information to another.

The person conveying or sending the information is called the 'sender' or the 'communicator' and the person receiving the information is called the 'receiver' or the 'communicatee'. The information conveyed is known as the 'message'. The act of conveying the message is called 'transmission'. The reaction of the receiver to the message is what is called 'response'

#### Definition:

"Communication is the process of passing information and understanding from one person to another"— **Haimann.**

"Communication is the exchange of facts, ideas, opinions or emotions by two or more persons"— **Newman and summer.**

Communication plays a very important role among friends, within the family and in all social circles, Since we spend nearly seventy percent of our working hours communicating writing, reading, speaking and listening.

"Failure to communicate" is generally cited as a cause of lost friendships, divorces and distance between parents and children.

### Elements of communication:

#### 1. Communicator or Sender

He is the person who sends the message

## 2. Message

It is the subject matter of communication. It may consist of certain facts, ideas, opinions etc.

## 3. Encoding

It is the practice of translating the message into suitable signs, symbols, etc., for the purpose of transmissions

## 4. Transmission

It is the act of sending the message.

## 5. Channel

It is the medium through which the message is sent to the receiver. The channel may be formal or informal. The method of communication may be oral or written.

## 6. Receiver or communicatee

He is the person who receives the message.

## 7. Decoding

It is the act of converting the signs, symbols etc., into meaningful statements.

## 8. Feedback

It is the reaction, response or reply by the receiver. The communication process is complete when the sender gets feedback from the receiver.

## **UNIT-V**

Leadership: Leadership traits – Types of Leadership – Attitude: Assertiveness and Negotiation – Conflict Motives – Reconciliation – Importance of Team Work

### **Leadership**

A Leader is a person who guides and directs others, called followers. He gives focus to the efforts of his followers.

According to Allen, “a leader is one who guides and directs other people. He must give effective direction and purpose”

Leadership is a force that binds a group together and motivates the desired goals.

### **Definition**

Leadership is the activity of influencing people to strive willingly for mutual objectives – **George R. Terry**

“Leadership is generally defined as the influence or art of influencing people, so that they will strive willingly towards the achievement of group objectives”.

“Leadership is interpersonal influence exercised in a situation and directed through a communication process towards the attainment of a specialized goal or goals”.

The following facts are revealed through analysis of leadership

1. Leadership is basically a personal quality, this quality motivates the individuals to be with leaders.
2. Leaders influence the behaviour of others.
3. There is relationship between leader and individuals.
4. Leadership is a continuous process of influencing behaviour.
5. Leadership is exercised in a particular situations.

## **Different Kinds of Leadership styles**

The following are the different kinds of leadership styles that have been identified:

- i) Autocratic
- ii) Democratic
- iii) Laissez Faire
- iv) Functional
- v) Institutional
- vi) Paternalistic

### **Autocratic Leader**

An autocratic leader wants his subordinates to work in the manner he wants.

The autocratic leader thinks that his followers are incapable of making decisions. To secure performance from his subordinates, he may use coercive power. A subordinate, who performs as per the specifications of the leader, is rewarded while the one who fails to perform is punished.

### **Democratic Leader**

A democratic leader does not make unilateral or one-sided decisions. He provides scope for his followers to participate in the decision-making process. He allows his subordinates to discuss the problem and put forth their views freely. The final decision will be made based on the consensus of all.

### **Laissez Faire Leader**

The dictionary meaning of Laissez faire is policy of non-interference. Also known as a 'free rein leader', a laissez faire leader gives full freedom to his follower to act. He does not lay down guidelines within which his followers have to work. He neither influences the subordinates' decisions nor does he interfere in the process of decision-making.

### **Functional leader**

A functional leader is one who is an expert in a particular field of activity. He has risen to the position of a leader by virtue of certain special skills that he possesses. He does not command any formal authority.

### **Institutional Leader**

An institutional leader is one who has become a leader by virtue of his official position in the organisational hierarchy. For example, a person appointed as the General Manager of a concern.

### **Paternalistic Leader**

A Paternalistic leader takes care of his followers in the way the head of a family takes care of the family members.

### **Attitude:**

Attitudes are evaluative statements either favourable or unfavourable concerning objects, people or events. They reflect how one feels about something. The attitude may be favourable or Unfavourable. **-Robbins.**

### **DEFINITION**

“Attitude is a predisposition to respond in a positive or negative way to someone or something in one’s environment”- schermerhorn

### **Nature or Characteristics of Attitude:**

The salient features of attitudes may be stated as follows:

1. Attitudes are the feelings and beliefs of an individual about other person and things in his environment.
2. Attitudes may be positive or negative. A person with a positive job attitude for example, likes his job.
3. Attitudes influence behaviour An employee with a negative job attitude, for example, may not be regular for work, quarrel frequently with his superiors and fellow-employees, may show arrogance and so on
4. Attitudes are acquired through learning over a period of time.
5. Attitudes are intangible in nature, that is, they cannot be directly observed. A person can study the attitude of another by observing the latter's behaviour.
6. Attitudes are subject to change. A person having a negative attitude towards his job may, in due course of time, start developing a positive attitude towards it.
7. All individuals hold attitudes irrespective of their age, sex, social status etc.

### **Assertiveness**

Assertiveness is considered a balanced response, being neither passive nor aggressive, with self-confidence playing an important part. An assertive person responds as an equal to others and aims to be open in expressing their wishes, thoughts and feelings.

Being assertive means being able to stand up in own or other people’s rights in a calm and positive way, without being either aggressive, or passively accepting “wrong”. Assertive individuals are able to get their point across without upsetting others, or becoming upset themselves.

### **Qualities of an assertive person**

- They can express what they feel.
- They confidently share their opinion.
- They can say no without feeling guilty.
- They unapologetically say what is fair even when it is in someone else’s favour.
- They can disagree with people respectfully.

### **Negotiation**

Negotiation is a dialogue between two or more people or parties to reach a desired outcome regarding one or more issues of conflicts.

Negotiation should establish their own needs and wants while also seeking to understand the wants and needs of others involved to increase their chances of closing deals, avoiding conflicts, forming relationships with other parties, or maximizing mutual gains.

The goal of negotiation is to resolve points of difference, gain an advantage for an individual or collective outcome to satisfy various interests. People negotiate daily, often without considering it a negotiation.

## **Conflicts**

In simple terms, conflict means disagreement between the persons employed in an organisation. It may also mean clash of interests. It is the result of differences in the opinion of employees of an organisation over any issue. Such a difference of opinion arises mainly because of differences in perceptions.

### **Conflict motives**

Conflicts of motives refers to the clash between two or more equally strong and incompatible motives occurring at the same time that compels an individual to make a choice, which in turn leads to stress.

### **Resolution of Conflicts**

Five different strategies are available to resolve conflicts in any workplace. These are

1. Avoidance
2. Smoothing
3. Forcing
4. Compromising and
5. Confronting

#### Avoidance

Here, the parties concerned may withdraw from the conflict physically or mentally. Both the parties show no interest in pursuing the issue after raising it. Avoidance, however, cannot solve the problem. It takes the parties to a 'lose-lose' situation.

#### Smoothing

In this approach, one party to the conflict tries to accommodate the other party's interests. It places emphasis on concern for others. The party accommodating may suffer detriment. It results in a 'lose-win' outcome.

#### Forcing

In this case, one party tries to be aggressive so that he can achieve his goal. He has no concern for the other party. It may result in a 'win-lose' situation.

#### Compromising

It is a strategy in which one party is willing to give up something in exchange for gaining something else. By doing so the party is able to take care of himself and also the other party. Such a strategy may not produce any definite outcome.

#### Confronting

In this case both the parties are determined to work to find a solution by a mutually acceptable plan. It is a problem solving approach. It seeks to maximise the attainment of both the party's goals. It may take the parties to a 'win-win' situation.

## **Team work**

Teamwork is a set of actions done by a group having a common purpose or goal. Teamwork is generally fulfilled under a collaborative environment since there is the assumption that working together produces a better outcome than making separated efforts.

Teamwork is the collaborative effort of a group to achieve a common goal or to complete a task in the most effective way. The four key characteristics of a team include a shared goal, interdependence, boundness and stability, the ability to manage their own work and internal process, and operated in a bigger social system.

### **Importance of Teamwork**

Teamwork teaches essential communication and social skills, such as active listening and effective speaking. When working as a team, students learn how to listen to their leaders and coaches in order to perform their individual roles. Students learn how to listen to one another in order to function as a cohesive unit.

### **Four benefits of teamwork for student development and success**

#### **1. It teaches essential social skills**

- Teamwork teaches essential communication and social skills, such as active listening and effective speaking.
- When working as a team, students learn how to listen to their leaders and coaches in order to perform their individual roles.
- Students learn how to listen to one another in order to function as a cohesive unit.

#### **2. It improves self-confidence**

- Teamwork teaches students that their voices are respected and valued.
- Even the most introverted and quietest members of the team can become active participants and learn to enjoy team activities.

#### **3. It reduces bullying.**

- One of the biggest benefits of teamwork is its potential to dramatically reduce the effects of bullying on students.
- When a student knows he/she is valued and respected by others, she will be able to rise above the hurtful acts or comments of a bully.
- Furthermore, the self-confidence from team activities may empower a student to stand up for other victims of bullying who may not have a similar support system.

#### **4. It sets students up for future success**

- The benefits of teamwork almost always translate into success outside the classroom.
  - Introducing students to collaborative environments early in their school experiences presents opportunities for them to more productive and joyful as they work with others in a team- based environment.
-