

PERSONALITY DEVELOPMENT AMONG STUDENTS IN EDUCATIONAL INSTITUTIONS THROUGH NATIONAL CADET CORPS ACTIVITIES

¹Commodore Vijesh Garg, ²Dr Annie Sam

ABSTRACT—The twenty first century has witnessed a drastic change due to globalization and competitiveness in all spheres. Due to fierce competition at all levels, besides professional field, personality traits and skills are often put to test for comparison of merit. Our university education curriculum does not cater for the development of student's overall personality with basic skills by remaining focused on exam centered stream-related areas. Despite qualifying for a degree, most students lack in self-confidence, basic leadership, sense of discipline, creativity, critical thinking, communication skills, team spirit, sense of little adventure, time management & adaptations. These are the essential traits and skills expected in a proactive, responsible educated youth today in society, to bring attitudinal change. The National Cadet Corps (NCC) was established in India in 1948 with a vision to develop the overall personality of youth. The NCC training activities provide opportunities and motivate young students to improve their general knowledge, communication skills, soft skills, life skills, character building & traits of good personality. These basic leadership qualities and managerial skills will also prepare the young graduates in taking up as confident leaders and entrepreneurs. This research paper has attempted to establish the relationship and importance of National Cadet Corps activities in developing good personality traits and skills among students using hypothesis testing and recommends activities of National Cadet Corps to be made as mandatory for all as part of education curriculum till graduation in India.

Key words--Education curriculum, Personality Development, National Cadet Corps Activities

I. INTRODUCTION

“Standup, be bold, be strong, take the whole responsibility on your shoulders and know that you are the creator of your own destiny”- Swami Vivekananda.

The twenty first century has witnessed a drastic change due to globalization and competitiveness in all spheres. Due to fierce competition at all levels, besides professional field, personality traits and skills are often put to test for comparison of merit. The National Youth Policy 2012 emphasized on personality and skill development as one of the key component of youth empowerment. Soft skills and good traits of personality are the basic qualities for a youth /student to survive as a good human being in society. These skills help the youth in building healthy relationship with others, team spirit, timely task completion within available resources. The National Employers Skills Survey 2017 reported that many young employees show poor personality traits, lack of soft skills, including

¹ Indian Navy, Research Scholar, AMET Business School, AMET (Deemed to be University), Kanathur, Chennai, Tamil Nadu, India.

² Associate Professor, AMET Business School, AMET (Deemed to be University), Kanathur, Chennai, Tamil Nadu, India

communication, team building and time- management. Poor soft skills, personality traits and basic social ethics, often are the reasons for losing the job opportunity despite of having a good technical knowledge of the concerned field.

When we analyze at our education curriculum, including higher education till graduation, we find it simply a subject content driven forum and remains focused on examination centered approach. Everyone expects the student just to excel in technical knowledge of respective field during graduation. Today global stage in every field is becoming more of personality and skill driven besides respective field professional knowledge. Most of students in graduation are in adolescence age. Evidences indicate that adolescence is the period when maximum changes in personality traits take place. Therefore there is a need to overcome this challenge for youth empowerment in India.

II. SOFT - SKILLS & PERSONALITY DEVELOPMENT

The Collins English Dictionary defines the term "soft skills" as "desirable qualities for certain forms of employment that do not depend on acquired knowledge, they include common sense, the ability to deal with people, and a positive flexible attitude. According to Hewitt Sean (2008) soft skills are "Non-technical, intangible, personality specific skills" which determines an individual's strength as "a leader, listener and negotiator, or as a conflict mediator. Soft skills are the traits of personality and abilities of attitude, approach and behavior rather than of knowledge or technical aptitude". In general Soft skills are a combination of inter personal skills, life skills, communication skills, character or personality traits and attitude. As per the National Employers Skill Survey analysis, most employers look first predominantly life skills and personality traits of the employees. Then only they look for technical expertise. Soft skills/life skills/personality traits which are identified and accepted worldwide as given in table 1:

Table 1: List of Worldwide Soft Skills/Life Skills/Personality Traits

Accountability	Empathy	Personal Hygiene
Adaptability	Etiquettes and manners	Punctuality
Attitude	Eye contact	Prioritizing task
Body language	Flexibility	Personal energy
Change management skills	Group discussion	Problem solving skills
Commitment	Honesty	Presentation skills
Cooperation and team spirit	Inter-personal skills	Project management skills
Communication skills	Intra-personal skills	Reliability
Coping with emotions	Integrity	Responsibility
Coping with stress	Initiative	Rules Follower
Creative thinking Skills	Intellectual ability	Self Confidence
Critical thinking	Judgment	Sociability
Cultural awareness	Leadership skills	Self Awareness and motivation
Decision making	Listening skills	Time Management
Dependability	Motivating skills	Work Ethics
Discipline follower	Negotiating skills	Willingness to Learn

III. HIGHER EDUCATION: ISSUES & CHALLENGES

Education system in India, specially the university education, has many challenges as it is striving hard to match with the global quality standards. There is a requirement of a detailed assessment of the output in quality (overall development of students) of higher educational institutions. The quality of institution and quality of education imparted should not be measured alone by as number of students joined/ passed, number of books and journals in the library, size of campus, modern facilities etc.. It should be assessed rather based on the in producing professionally sound, graduates with good personality traits and soft skills, which can easily join different challenging professions and become part of nation building. The National Assessment and Accreditation Council (NAAC), established in 1994, accreditation grading for the institutions, is one of the progressive steps towards this direction. India requires a higher educational system that is modern, liberal, application oriented and grooming overall personality of the aspiring students, who can adapt to the changing needs of the society, nation, environment, growing global value chain and the making the world a better place.

IV. NATIONAL CADET CORPS ORGANISATION

National Cadet Corps is a tri-services organization, comprising the Army, Navy and Air Force, engaged in all round development of youth to prepare them as responsible future leaders. The Headquarters of NCC is located in New Delhi. There are total 17 directorates covering all the states and union territories of India. Each directorate is further divided for administration and training into group headquarters, each covering three to four districts. The National Cadet Corps in India is a voluntary organization which trains the cadets in schools, colleges and universities all over India. The motto of NCC is 'Unity & Discipline'.

Institutional training is the main forum of NCC activities. The aim of the training is to nurture core values, enhance awareness and give exposure to basic military skills, soft skills, personality development and knowledge. Emphasis is always on practical training like firing, parade, outdoor camps, navigation through map, and judgment of heights and distances, sailing, flying, boat pulling, making working models of ships and aircraft, social service campaigns, taking part in local traffic management with police and taking part in disaster management activities with civil authorities.

V. NCC TRAINING CURRICULUM

NCC activities, inter alia includes the following broad scope/subjects as a part of basic curriculum

- **NCC Organization:** This fulfills familiarizing the cadets with the aims and objectives of NCC.
- **Drill:** This aims to inculcate a sense of discipline, improve bearing, smartness, word on command, turnout and to develop the quality of immediate and implicit obedience of orders.
- **Weapon Training:** It gives elementary level of rifle knowledge and discipline.
- **Leadership, Soft Skills, Life Skills and Personality Development:** To develop an all-round dynamic personality with soft skills, life skills leadership traits to enable them working in a group with team spirit. These

activities also aim to improve self-awareness and motivation level of student cadets besides communication and interpersonal relationship skills.

- **Camps/Adventure:** It helps to inculcate sense of adventure, critical and creative thinking, risk taking ability, problem solving skills and develop confidence, courage and determination. Outdoor camps of 10 days each and treks are main part of this training. These are held at various levels.
- **Obstacle Training:** To make cadets capable of crossing a standard obstacle course so as to inculcate team spirit, time management, self-confidence and sense of achieving a goal.
- **Health & Hygiene:** It aims to impart awareness about basic of the human body, maintenance of health, yoga, hygiene, sanitation, preventive social diseases and an elementary knowledge of first-aid and nursing.
- **National Integration Awareness:** Training is imparted to inculcate a sense of patriotism, secular values and motivation of the cadets to contribute towards nation building through national unity and social cohesion.
- **Social Awareness & Community Development:** It basically sensitizes the young cadets towards society and social responsibilities. This also helps in developing inter personal relationships, communications skills and empathy.
- **Disaster Management:** This area focuses on how to assist civil administration and help other citizens in natural calamities. This gives them chance to apply creative thinking, coping with emotions and stress, empathy.
- **Environment Awareness and Conservation:** It sensitizes the cadets about basic environment conservation in general and waste management, energy conservation, pollution control, water conservation, global warming, climate change adaptation and wildlife conservation.

VI. RESEARCH METHODOLOGY

- Purpose: To analyze the impact of NCC activities on youth (students/cadets) in improving soft skills/life skills/personality traits during graduation studies
- Sampling Technique: Survey
- Sample size: 250 (actual 216), 138 boys (first year -73, third year- 65), 78 girls (first year-40, third year-38)
- Simple random sampling
- Population: Senior NCC cadets (students boys and girls, in colleges studying graduation)

VII. RESEARCH DESIGN

Out of world-wide soft-skills, only twelve important soft-skills/life skills/personality traits were taken for study which are applicable in NCC activities as well as these students come across when they enter in real world after completion of graduation, to face the challenges. Those are enumerated in table 2 below

Table 2: Identified Important Soft Skills/Life Skills/Personality Traits

Self Awareness	Inter personal relationship	Time management
Motivation	Creative thinking	Decision Making

Empathy	Critical thinking	Coping with Emotions
Communication skills	Problem solving	Coping with Stress

Data was collected with the help of Life Skills Assessment Scale, by Radhakrishnan Nair et al (2010). NCC in-charge teachers/professors of three educational institutions at Chennai (SRM University, Veltech University and Stella Maris College), who are called as Associate NCC Officer (ANO) and wear military officer's rank in uniform, evaluated and graded NCC Cadet (student) each from their respective institutions on the basis of these soft-skills/personality traits observed.

VIII. RESEARCH HYPOTHESIS

- **H₀:** NCC activities help its student cadets significantly to be excellent in at least 85% of the identified soft skills/life skills/personality traits i.e. **H₀: P \geq 0.85**
- **H₁:** NCC activities help its student cadets to be moderately good in less than 85% of the identified soft-skills/life skills/personality traits i.e. **H₁: P < 0.85**

IX. RESEARCH FINDINGS

Table 3: Comparison of Life Skills/Soft Skills/Personality Traits First & Third Year NCC Cadets

Soft skills/Life Skills	First year N=113		Third year N=103		't' value
	M1	SD1	M2	SD2	
Self Awareness and Motivation	34.77	4.29	37.69	4.47	4.89
Empathy	34.17	4.28	38.23	4.64	6.67
Communication skills	30.26	5.32	34.16	5.31	5.38
Interpersonal relationship	36.04	4.21	38.52	3.47	4.75
Creative Thinking	31.20	3.93	33.55	3.69	4.53
Critical thinking	36.44	4.84	39.42	5.10	4.39
Problem solving & time management	33.70	4.57	36.69	4.52	4.83
Decision making	34.87	3.72	37.86	4.75	5.11
Coping with Emotions	33.97	4.76	35.66	5.11	2.51
Coping with Stress	22.90	4.48	26.38	4.74	5.53
Overall Skills	328.32	15.61	358.16	16.94	13.42

- Significant at 0.05 level

Analysis 1:

- Third year student cadets have shown higher skills than the first year student cadets, which is statistically significant.
- Soft skills /life skills/personality traits improve by regularly learning and practicing over three years in NCC activities.

Analysis 2:

- Sample size = 216
- Sample average = 0.758
- Test was to accept Null hypothesis if Z-value > -1.645 @ 95% level of confidence
- Where Z-value = $(P - P_o) / \sqrt{P_o(1-P_o)/n}$
- Z-value = -1.0593
- Z-table value = -1.645
- Since Z-value > Z-table, we accept the Null hypothesis i.e. NCC activities definitely help its student cadets to be excellent in at least 85% of the identified soft-skills/life skills/personality traits.

X. CONCLUSION

The activities of National Cadet Corps improve the confidence level of student cadets with better self awareness and motivation, communication skills, approach to critical thinking and problem solving , decision making ,coping with stress and emotions, thus making them much better prepared to meet leadership challenges in life ahead. NCC organization also keeps an innovative and dynamic approach to training curriculum giving a wide exposure to student cadets through various camps held at district level, state level, national level and youth exchange programmes at international level, through strict merit based selection processes. Considering the positive outcomes of NCC activities in improving soft skills, life skills, leadership traits and overall personality development in under graduate students cadets , over three years in higher educational institutions, it is therefore recommended that NCC activities must be introduced as a policy as compulsory component for all the streams in every institution of higher education in India. This will prepare a confident and competent future young generation, imbibed with good human values as citizens, to meet our country's high aspirations in every field.

REFERENCES

1. Majid, Shaheen& Liming, (2012). Importance of Soft Skills for Education & Career Success. International Journal of cross Disciplinary Studies, 2042.6364.2012.0147
2. Bernd Schulze, (2008).The Importance of soft skills: Education and beyond Knowledge. NAWA, Journal of Language & Communication.
3. Aarti Srivastava & Meena khare, (2012). Innovative Secondary Education for Skills Enhancement: Skills for Employability in South Asia .www.niepa.ac.in/NUEPA skills.
4. NGOM, M. A. B. EDUCATION AS A STEPPING-STONE TO PUSH BACK AGAINST THE STRICTURES OF PATRIARCHY AND THE SCOURGE OF RITUAL MURDER: AN EXAMINATION OF UNITY DOW'S THE SCREAMING OF THE INNOCENT.
5. Radhakrishnan, A, et al (2010).Manual for Life Skill Assessment Scale. Rajeev Gandhi National Institute of Youth Development, Sripermbudur, Tamil Nadu.
6. GEETHA, T. POLITICS OF SCIENCE EDUCATION: EQUITY, SOCIAL MOBILITY AND MARGINALISATION OF GOVERNMENT SCHOOL STUDENTS IN INDIA.

7. Anupama B, (2014).Soft Skills: The Need of the Hour. Asian Journal of Multidisciplinary Studies, ISSN: 2321-8819, Vol 2(7)
8. Hewitt Sean, (2008). Soft skills for success”, www.askmen.com
9. UBAH, M. C., & SHUAIBU, K. (2014). Evaluation of the Implementation of Nigeria Certificate in Education Social Studies Programme in Federal Colleges of Education in North-Western Political Zone of Nigeria. International Journal of Humanities, Arts, Medicine and Sciences.
10. Pande MC & Pathak B, (2017).Higher Education in India: Issues, Challenges and Suggestions. Asia Pacific Journal of Research, ISSN 2347-4793 Vol 1(LVIII)
11. Sharma S & Sharma P, (2015).Indian Higher Education System: Challenges & Suggestion. Electronic Journal for Inclusive Education, Vol 3 (4)
12. Dakar, H. EDUCATION AS A STEPPING-STONE TO PUSH BACK AGAINST THE STRICTURES OF PATRIARCHY AND THE SCOURGE OF RITUAL MURDER: AN EXAMINATION OF UNITY DOW’S THE SCREAMING OF THE INNOCENT.
13. Josephine VPD, (2017). Women Empowerment through NCC. Global Research Publications, New Delhi. Page 82-109.
14. Saxena N & Puri P, (2013).Relationship between Risk taking Behavior, Personality and Sensation seeking tendencies among NCC cadets. IOSR Journal of Humanities and Social Sciences, ISSN 2279-0837.Vol18 (3)
15. Oluikpe, E., & Nwodo, N. (2014). Nigerian English teachers’ awareness of the basic tenets of EIL and implications for teacher education. International Journal of Linguistics and Literature, 3(3), 9-22.
16. Singh Bhupinder & Shejwal BR, (2017).Role of Mental Image, Personality in Emotions and Effect among NCC Cadets. Journal of Indian Academy of Applied Psychology, Vol43 (2).
17. Sarkar U & Margaj SM (2015) Role of National Cadet Corps in Developing Youth in India. International Journal of Scientific & Engineering Research, ISSN 2229-5518 Vol6 (11)
18. Khurana N, (2016). Motivation Techniques Adopted for NCC Cadets. Imperial Journal of Interdisciplinary Research, ISSN 2454-1362 Vol 2(8)
19. Udoh, A. O., & Akpan, O. E. (2014). Functional education: Rising vocational skills requirement in a global economy. International Journal of Research in Humanities, Arts and Literature, 2(6), 2347-4564.
20. Jansi AM & Anbazhagan, (2017), Personality Traits among NCC and Non NCC College Students. International Scientific Research Journal ISSN: 2231-5063 Vol 6(9)
21. Kothari CR (2004), Research Methodology, New Age International Publishers Limited, Limited, New Delhi,
22. National Cadet Corps Hand Book
23. Study Material for NCC officers from Officers Training Academy, Gwalior.