



---

## **A Comparative Study of Empowerment of NSS and non NSS Girls Volunteers**

***Biswamitra Purohit \*<sup>1</sup> and Dr. Iswar Patel <sup>2</sup>***

<sup>1</sup>Pupil Teacher, Central University of Orissa , Koraput, Odisha , India

<sup>2</sup>Associate Professor, Department of Education,Dr .PMIASE,Sambalpur,Odisha,India

DOI: <https://doi.org/10.55248/gengpi.2022.3.7.23>

---

### **ABSTRACT**

The present study was aimed at compare the empowerment of NSS girl volunteers and Non-NSS girl students. The study was delimited to NSS girl's volunteers and Non -NSS girl's students of degree college affiliated to Sambalpur University within age range of 17-19 years in Boudh district of Odisha only.For this study, descriptive survey method was employed. Purposive sampling method has been adopted for the present study.Participants 160 adolescent students From different Degree Colleges who have under 19 years age of Boudh district in Odisha . 80 of them were NSS girls volunteers and 80 were Non NSS girls students.To collect the required data,Dr. Devendra Singh Sisodia and Alpana Singh Adolescent Girls Empowerment Scale(AGES -2009)have been used by the Investigator.The 't' test was used to examine the significance of difference between NSS girl volunteer and Non-NSS girl students with regards to their empowerment. Finally, it was found thatNSS girl volunteer have more empowerment than Non-NSS girl students.

Key words: Girl empowerment, NSS girl volunteer, Non-NSS girl volunteer, adolescence girl

---

### **Introduction**

The National Service Scheme is Popularly known as NSS. It is an Indian government sector public service program conducted by the Ministry of Youth Affairs and Sports of the Government of India. The scheme was launched in Gandhiji's Centenary year in 1969.The objective of NSS is develop student's personality through community service. It is also a voluntary association of young people in Colleges, Universities and at +2 level working for a campus-community linkage.

#### **Empowerment of Adolescence Girls**

A Girl is born as daughter, sister, gets married and becomes wife and mother with all other status relation. Adolescent girls are very important section of our society as they are our potential mothers and future homemakers. Girl's empowerment is a process of learning by which girls identify by their own potential and accordingly they charge to perform better in the society. It refers to empower the girl in the context of human rights, basic needs, economic security, capacity building, decision making and awareness.

---

### **Brief Review of Related Literature**

The review studied has been divided into two categories.

1. The studies related to National Service Scheme.
2. The studies related to Adolescence girl's empowerment.

#### **1. The studies related to National Service Scheme**

Savio and Mon (2018) studied on emotional maturity and self-concept of NSS volunteers. They concluded that the self-concept of NSS volunteers is higher than their level of emotional maturity. There is no significant difference between the level of emotional maturity and self-concept of students depending on their gender and stream of subjects. The difference NSS activities help the volunteers to build their self-concept and emotional maturity. Similarly, Das (2020) studied on higher education and social responsibilities: a case study on the role of NSS in higher educational institutes in rural area of Assam, India. He concluded that NSS is a tool for the best social program me initiated by the government of India for the students to serve the society at large. The student community and society are highly benefited by NSS.

Also, Sivaraman (2021) studied on empowerment on rural women in Tamilnadu through NSS- a study. He concluded that for achieving complete equality in the society between two genders. It is necessary to eliminate all kinds of domination, oppression and discrimination by the male counterpart. There need to be provide with equal opportunities in economic, social, political, education, religious and legal spheres. Finally, Mohammed, Rajan and Haridas (2021) studied on helping attitude on NSS volunteers and non-volunteer adolescent students. They concluded gender plays a role in positive emotions like a helping attitude because females are more positive than males. Volunteerism does not affect such emotions, as the results say that NSS volunteers and non-volunteering students differ too little in terms of helping attitudes.

## **2.The studies related to Adolescence Girls Empowerment**

Naik and Khatoon (2014) carried on a comparative study on different dimensions of girl's empowerment among government and private higher secondary school. The study revealed no significant differences five dimension i.e., power and entitlement, decision making, participation in social and developmental activities, social, political and legal awareness, exposure to information media and significant difference in 2 dimensions i.e., autonomy and self-reliance and capacity building dimension of girl's empowerment among the girls of government and private higher secondary school. Similarly, Pandey and Khamari (2018) studied on empowerment of adolescence girls in relation to parents supports. It concluded that parent support boosts up the empowerment in adolescence girls. Also, Rajkumari (2019) examined on a comparative study of the empowerment of adolescence girls studying in rural and urban schools. She concluded that there is no difference between empowerment of rural government and urban government adolescence girls and there is no difference between empowerment of rural government and urban government adolescent girls. Further, Bargotra (2019) conducted a study on empowerment of adolescence girls in relation to life style, adjustment and locality. The finding of the study reveals that there was significant difference between the empowerment of rural and urban adolescence girls. Similarly, Kumar (2020) conducted a study on empowerment of adolescence girls in relation to their locale and family type. The study revealed that adolescent girls from nuclear families are more empowered than the adolescent girls from urban areas are found more empowered than the adolescent girls from rural areas. Also, Mozumder and jahan (2022) studied on empowerment level of adolescent girls belonging to Santhal community. They concluded that urban adolescent girls in Santhal community have a higher level of empowerment in the composite level of empowerment dimensions than rural adolescent girls.

---

## **Rational of the Study**

From the given reviews of related literature, it can be noticed that several studies have been conducted on NSS, adolescence girl's empowerment. But, in Odisha, no study has been conducted on a comparatively on empowerment and of NSS and Non NSS girls' volunteers. Therefore, the present study is a humble attempt to compare empowerment and emotional intelligence on NSS and Non NSS girl's volunteers.

The experience of the investigators as an Ex- NSS volunteer, motivated him to take up a study in this area.

---

## **Research Questions**

1. Is there any difference between in the empowerment in between NSS and Non-NSS girl's volunteers?

## **Objectives**

The followings objectives is formulated for this study.

- 1.To compare the empowerment of NSS and Non-NSS girl's volunteers in Boudh district of Odisha.

## **Hypotheses**

All the hypotheses are formulated in null form for testing as elucidated below:

- H01: There is no significant difference between of power and entitlement of NSS and Non-NSS girl's volunteers.
- H02: There is no significant difference between autonomy and self-reliance of NSS and Non-NSS girl's volunteers.
- H03: There is no significant difference between decision making of NSS and Non-NSS girls volunteers.
- H04: There is no significant difference between participation of NSS and Non-NSS girl's volunteers.
- H05: There is no significant difference between capacity buildings of NSS and Non-NSS girl's volunteers.
- H06: There is no significant difference between social and political and legal awareness of NSS and Non-NSS girl's volunteers.

H07: There is no significant differences between exposures to information media of NSS and Non-NSS girl's volunteers.

H08: There is no significant difference between total empowermentsof NSS and Non-NSS girl's volunteers.

#### Delimitation of the Study

The study was delimited to NSS girl's volunteers and Non -NSS girl's students of degree college affiliated to Sambalpur University within age range of 17-19 years in Boudh district of Odisha only.

## Materials and Methods

The methodology of the study comprises of Research Method, Population, Sample, Tools, Procedure of data collection, Procedure of data analyses.

### Research Method

Descriptive survey method has been adopted for the present study.

### Population

All N.S.S girls volunteers and non N.S.S. girl's students of of Boudh district of Odisha constitutes the population of the study.

### Sample

Purposive sampling method has been adopted for the present study. Participants 160 adolescent students From different Degree Colleges who have under 19 years age of Boudh district in Odisha . 80 of them were NSS girls volunteers and 80 were Non NSS girls students.

### Tools

To collect the required data, the following tools have been used by the Investigator:

1. Dr. Devendra Singh Sisodia and Alpana Singh Adolescent Girls Empowerment Scale (AGES -2009):

The present test is intended to measure the adolescence girl's empowerment. It consists of 49 items distributed over seven sections, which include power and entitlement, autonomy and self-reliance, decision making, capacity building, participation, social -political and legal awareness, exposure to information media. it has a five-point scale ranging from Strongly Agree to Strongly Disagree such as Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. The scores are ranged in descending manner, i.e, 5 to 1 respectively.

### Procedure of Data Collection

Data has been collected using questionnaire tools from the NSS volunteers and Non NSS girls students achieve the objectives of the present study. The investigator has visited the various college student of Boudh district in Odisha.

### Procedure of Data Analysis

Data has been analyzed with the help of Mean, Standard Deviation and 't' test.

## Data Analysis And Results

1. Table no.1. Showing the comparison between mean of Power and Entitlement(Dimension of adolescent girls empowerment) scores NSS and Non-NSS girl's volunteers.

Table-1

Variable	Groups	N	M	SD	SED	df	"t" value	Level of significance	Result
Girls Empowerment (Power and Entitlement )	NSS girl volunteers	80	27.375	3.839	0.550	158	13.297	0.05	Significant
	Non-NSS girl students	80	20.063	3.075					

The Table no-1 indicates that the obtained "t" value is 13.297, which is significant at 0.05 level of significance because it is greater than the required critical value (1.97 for df 158). Hence, the null hypothesis was rejected. And the results indicate that there was significant difference between the Power and Entitlement of NSS girl volunteers and Non-NSS girl students.

**2. Table no.2. Showing the comparison between mean of Autonomy and self-reliance(Dimension of adolescent girls empowerment) scores NSS and Non-NSS girl's volunteers.**

Table-2

Variable	Groups	N	M	SD	SED	df	"t" value	Level of significance	Result
Girls Empowerment (Autonomy and self-reliance)	NSS girl volunteers	80	27.113	2.605	0.397	158	10.552	0.05	Significant
	Non-NSS girl students	80	23.925	2.412					

The Table no-2 indicates that the obtained "t" value is 10.552, which is significant at 0.05 level of significance because it is greater than the required critical value (1.97 for df 158). Hence, the null hypothesis was rejected and the results indicate that there was significant difference between the Autonomy and self-reliance of NSS girl volunteers and Non-NSS girl students.

**3. Table no.3. Showing the comparison between mean of Decision -making (Dimension of adolescent girls empowerment) scores NSS and Non-NSS girl's volunteers.**

Table-3

Variable	Groups	N	M	SD	SED	df	"t" value	Level of significance	Result
Girls Empowerment (Decision-making)	NSS girl volunteers	80	26.913	3.037	0.517	158	0.122	0.05	Not Significant
	Non-NSS girl students	80	26.85	3.483					

The Table no-3 indicates that the obtained "t" value is 0.122, which is not significant at 0.05 level of significance because it is less than the required critical value (1.97 for df 158). Hence, the null hypothesis was accepted and the results indicate that there was no significant difference between the decision – making of NSS girl volunteers and Non-NSS girl students.

**4. Table no.4 Showing the comparison between mean of participation (Dimension of adolescent girls empowerment) scores NSS and Non-NSS girl's volunteers.**

Table-4

Variable	Groups	N	M	SD	SED	df	"t" value	Level of significance	Result
Girls Empowerment(Participation)	NSS girl volunteers	80	27.125	4.135	0.574	158	1.219	0.05	Not Significant
	Non-NSS girl students	80	24.425	3.043					

The Table no-4 indicates that the obtained "t" value is 1.219, which is not significant at 0.05 level of significance because it is less than the required critical value (1.97 for df 158). Hence, the null hypothesis was accepted and the results indicate that there was no significant difference between the participation of NSS girl volunteers and Non-NSS girl students.

**5. Table no.5 Showing the comparison between mean of capacity building (Dimension of adolescent girls empowerment) scores NSS and Non-NSS girl's volunteers.**

Table-5

Variable	Groups	N	M	SD	SED	df	"t" value	Level of significance	Result
Girls Empowerment(Capacity building)	NSS girl volunteers	80	29.3	3.139	0.496	158	9.273	0.05	Significant
	Non-NSS girl students	80	24.7	3.136					

The Table no-5 indicates that the obtained "t" value is 9.273, which is significant at 0.05 level of significance because it is greater than the required critical value (1.97 for df 158). Hence, the null hypothesis was rejected and the results indicate that there was no significant difference between the capacity building of NSS girl volunteers and Non-NSS girl students.

**6. Table no. 6 Showing the comparison between mean of social, political and legal awareness (Dimension of adolescent girls empowerment) scores NSS and Non-NSS girl's volunteers**

Table-6

Variable	Groups	N	M	SD	SED	df	"t" value	Level of significance	Result
Girls Empowerment(Social, Political and Legal awareness)	NSS girl volunteers	80	25.875	2.785	0.419	158	0.776	0.05	Not Significant
	Non-NSS girl students	80	25.55	2.510					

The Table no-6 indicates that the obtained "t" value is 0.776, which is not significant at 0.05 level of significance because it is less than the required critical value (1.97 for df 158). Hence, the null hypothesis was accepted and the results indicate that there was no significant difference between the social, political and legal awareness of NSS girl volunteers and Non-NSS girl students.

**7. Table no. 7 Showing the comparison between mean of exposure to information media (Dimension of adolescent girls empowerment) scores NSS and Non-NSS girl's volunteers.**

Table-7

Variable	Groups	N	M	SD	SED	df	"t" value	Level of significance	Result
Girls Empowerment(Exposure to information)	NSS girl volunteers	80	24.638	3.319	0.554	158	0.459	0.05	Not Significant
	Non-NSS girl students	80	24.388	3.556					

media)									
--------	--	--	--	--	--	--	--	--	--

The Table no-7 indicates that the obtained “t” value is 0.459 ,which is significant at 0.05 level of significance because it is less than the required critical value (1.97 for df 158). Hence, the null hypothesis was accepted and the results indicate that there was no significant difference between the Exposure to information mediaof NSS girl volunteers and Non-NSS girl students.

**8. Table no. 8 Showing the comparison between mean of total empowerment scores NSS and Non-NSS girl’s volunteers.**

Table-7

Variable	Groups	N	M	SD	SED	df	“t” value	Level of significance	Result
Total Girls Empowerment	NSS girl volunteers	80	188.375	22.009	3.384	158	3.687	0.05	Significant
	Non-NSS girl students	80	175.9	20.782					

The Table no-8 indicates that the obtained “t” value is 3.687 ,which is significant at 0.05 level of significance because it is greater than the required critical value (1.97 for df 158). Hence, the null hypothesis was rejected and the results indicate that there was significant difference between the total girls empowerment of NSS girl volunteers and Non-NSS girl students.

## FINDINGS

On the basis of analysis of the data the findings are systematically arranged here in accordance with the hypothesis as mentioned below:

1. A significant difference is found in the adolescence girls empowerment (power and entitlement) between NSS girl volunteers and Non-NSS girls students.
2. A significant difference is found in the adolescence girls empowerment (autonomy and self-reliance ) between NSS girl volunteers and Non-NSS girls students.
3. No significant difference is found in the adolescence girls empowerment (decision -making) between NSS girl volunteers and Non-NSS girls students.
4. No significant difference is found in the adolescence girls empowerment (participation) between NSS girl volunteers and Non-NSS girls students.
5. A significant difference is found in the adolescence girls empowerment (capacity building) between NSS girl volunteers and Non-NSS girls students.
6. No significant difference is found in the adolescence girls empowerment (social, political and legal awarness) between NSS girl volunteers and Non-NSS girls students.
7. No significant difference is found in the adolescence girls empowerment (exposure to information media ) between NSS girl volunteers and Non-NSS girls students.
8. A significant difference is found in the total girls empowerment between NSS girl volunteers and Non-NSS girls students.

## IMPLICATION OF THE STUDY

This study can be help educationalist, parents and community at largely large to understand the effectiveness of this programme for increasing empowerment of adolescentgirls in degree college students.Also,it will be encouraged to join NSS programme for adolescent girl’s students.

1. The inclusion of girls empowerment should be considered as a part of curriculum during adolescence period of college students that would enhance their wellbeing.
- 2The girl Students should be taught the importance of empowerment during their adolescence period as this would help them to have a better outlook on life.
3. The girl Students should be taught to identify barriers of adolescence girls empowerment and develop a better empowerment through

appropriate training and development programme.

4. The Govt. should be organize various training programme through NSS for developing adolescence girls empowerment.

---

### **SUGGESTION FOR FURTHER RESEARCH:**

The following are the suggestions for further research work-

- (i) Similar study can be conducted on large sample size such as university level and state level.
- (ii) Similar study can be conducted on inter comparison basis i.e. between two districts.
- (iii) Similar study can be conducted with the NCC and Red Cross programme.

---

### **CONCLUSIONS**

NSS programme is a platform in which develop their empowerment of adolescence girls volunteers. In the present scenario, parents, teachers and also the educational institutions are very aware about developing girls empowerment because it is very necessary for their harmonious development by which easily solve of different problems in competitive future life. It will be very helpful encourage to joining NSS programme among adolescence girls volunteers.

### **FUNDING DETAILS**

We have not received any financial grant from any person or agency in completing the research work. This work is the result of our self-funding.

### **ACKNOWLEDGEMENT**

For the present research work we are very much thankful to the Sambalpur University, Jyoti Vihar ,Burla,Odisha for providing such an opportunity to undertake the research .We are also very much thankful to the Principals, Programme officers and NSS volunteers as well as Non- NSS students of degree colleges of Boudh district for providing necessary data for research purposes, without which it would never been successful.

### **DISCLOSURE STATEMENT**

No potential conflict is reported.

### **References**

- 
1. Bargotra, N. (2019). Empowerment of Adolescent Girls in relation to Life Style, Adjustment and Locality. *International Journal of Research and Analytical Reviews*,6(1),126-129.
  2. Das, N. J. (2015). Santali Women: Under the Shadow of Long Silence. *International Journal of Humanities and Social Science Studies*, 2(1), 207-212.
  3. Jyoti Mankar and Shaikh, Ameena (2011). Impact of N.S. S on Personality Development of College Students ,*Adv. Res J Soc .Sci* , 2(2): 221-223.
  4. Kaur, A. (2017). A Study of Empowerment among Adolescent Girls in Relation to their School Environment. *International Journal of Advance Research*, 5(5), 1030-1036.DOI: 10.21474/ijar01/4212.
  5. Kumar, P. (2020). Empowerment of Adolescent Girls in Relation to their Locale and Family type. *The Educational Beacon* ,9,8-16.
  6. Mohammad Ajmal R.S, Rajan D and Haridas A .(2021). Helping Attitude Among NSS Volunteer and Non-Volunteer Adolescent Students. *International Journal of Indian Psychology* ,9(2),535-539.DOI: 10.25215.0902.055.
  7. Mozumder , S.K. and Jahan , M .S.(2022).A Case Study on Empowerment Level of Adolescents Girls Belonging in to Santal Community . *Journal of Positive School psychology* ,6(4),93-98.
  8. Naik , P.K. and Khatoun ,G (2014) .A Comparative Study on Different Dimension of Girls Empowerment Among Government and

- Private Higher Secondary School. Journal of International Academic Research for Multi disciplinary. 1(12), 250-257.
9. National Service Scheme Manual,(2014),,Department of Sports and Youth Affairs,Ministry of Human Resource Development, Government of India New Delhi.
  10. Rajkumari (2019). A Comparative Study of the Empowerment of Adolescents Girls Studying in Rural and Urban Schools. International Journal of Research in Humanities, Arts and Literature ,7 (8), 15-20.
  11. Sahu, A., and Tripathi ,P.(2005). Self-help groups and Women Empowerment. New Delhi: Anmol Publications.