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A Study on Student's Opinion on Contribution towards National Development w.r.t. Degree College Students in Thane District

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Abstract: *Students are the backbone of any society and the nation. Their potentialities must not be spoiled in negative direction. Instead they must be utilized in some good cause. Nurturing human values like equality, justice, mutual help, sharing of experiences, shouldering of responsibility, taking leadership etc. is essential for the progress and development of a nation. Students who learn today, they will work for future of country as the pillar of public sector (government sector) and in private sector. A nation can make progress only when it gets the support from all its citizens. So it is also essential that students must know about their duties.*

The present study attempts to study the opinion of the students of Degree College about their rights, duties and responsibilities towards the national development, also to give some suggestions as per the findings.

Keywords: *students, national development, role, rights, duties.*

I. INTRODUCTION

Man is a social animal and cannot live alone. Society provides all comforts and amenities of life. Hence every individual has a responsibility towards the society. Students, in particular can do a lot in this regard.

India is a developing country. Students can prove themselves very useful in the country's development. In India most of our villages are illiterate. The students can help the rural people in many ways, by spreading education among them and by removing ignorance from their life.

Students are the backbone of any society and the nation. But unfortunately the youth power today has got diverted. Hence, it is important to direct these misguided young people by moving them to do something great to achieve something different.

The education system can make the students aware about fundamental rights, human values and their role towards the development of the nation.

II. REVIEW OF LITERATURE

- **Shepherd Zeldin; Annette Kusgen McDaniel; Dimitri Topitzes; Matt Calvert** in their study “Youth in Decision-making: A Study on the Impacts of Youth on Adults and Organizations” examined whether and how youth involvement in decision-making in organizations had broader impacts on adults and organizations.
- **Debra Hilken Bernat; Michael D. Resnick** - in their article on “Healthy Youth Development Science and Strategies” provided an overview of threats to healthy youth development and challenges faced in meeting the needs of all youth in the United States in the coming decades. They discussed the history of resiliency research that gave prominence to the dynamic interplay of the concepts “risk factors,” “protective factors,” and “healthy youth development,” and provided definitions for each of these concepts.
- **Noufal Hameed*, Seema Mehrotra** in their article on “Positive youth development programs for mental health promotion in Indian youth: an underutilized pathway” suggested that the hybrid approach of utilizing PYD (Positive Youth Development) programs in the country, by integrating mental health literacy components into them can be a relatively low cost public health intervention targeting Indian youth.

III. OBJECTIVES OF STUDY

- To study the awareness of students about fundamental rights of a citizen of India
- To analyze the opinion of students on contribution of human values on National Development
- To analyze the opinion of students on their role in contribution towards National Development

IV. NULL HYPOTHESIS

- **H₀:** There is no significant difference between Gender and student’s opinion on Human Values towards National Development
- **H₀:** There is no significant difference between Area of College and student’s opinion on Human Values towards National Development
- **H₀:** There is no significant difference between Stream and student’s opinion on Human Values towards National Development
- **H₀:** There is no significant difference between Gender and student’s opinion on their Role towards National Development
- **H₀:** There is no significant difference between Area of College and student’s opinion on their Role towards National Development
- **H₀:** There is no significant difference between Discipline/Program and student’s opinion on their Role towards National Development

V. RESEARCH METHODOLOGY

The Research is indicative and analytical in nature. For data collection, both Primary & Secondary data was collected. Primary data was collected by floating the structured questionnaire on Google form. The Secondary data was collected from books, articles in journals and websites. For survey purpose, convenient sampling method was employed to select a

representative sample. A sample of two hundred forty one students from Commerce, Science and Self- finance, Degree Colleges, aided and unaided sections have been collected with the help of well-structured questionnaire.

Normality test was applied and it was found that the data was non-normal hence appropriate non-Parametric test Mann-Whitney U test and Kruskal Wallis test were used for further analysis.

VI. DATA ANALYSIS

Normality testing

Normality of data was tested using Normality test.

H_0 : Distribution is Normal

H_1 : Distribution is non-Normal

Table 1 Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Overall opinion on Human Values towards National Development	.142	241	.000	.896	241	.000

a. Lilliefors Significance Correction
Source: Primary data

The table 1 indicated significant value for the variable was less than 0.05 which means the Null Hypothesis is rejected and Alternate Hypothesis is accepted that is distribution is not-normal hence appropriate non-Parametric test Mann-Whitney U test and Kruskal Wallis test were used for further analysis.

To analyze whether there is significant difference between demographic factors and student's opinion on human values and student's opinion on their role towards National Development, following hypotheses were tested:

H_0 : There is no significant difference between Gender and student's opinion on human values towards National Development

H_1 : There is significant difference between Gender and student's opinion on human values towards National Development

Table 2 Mann-Whitney U Test – Gender and student's opinion on human values towards National Development

Null Hypothesis	Test	Sig.	Decision
There is no significant difference between Gender and student's opinion on human values towards National Development	Independent-Samples Mann-Whitney U Test	.501	Retain the null hypothesis.

Source: Primary data

Table number 2 indicated that significant value is 0.501 which is greater than 0.05 thereby indicating the Null Hypothesis is accepted that means there is no significant difference between Gender and student's opinion on human values towards National Development.

H_0 : There is no significant difference between Area of College and student's opinion on human values towards National Development

H_1 : There is significant difference between Area of College and student's opinion on human values towards National Development

Table 3

Mann-Whitney U Test – Area of College and student’s opinion on human values towards National Development

Null Hypothesis	Test	Sig.	Decision
There is no significant difference between Area of College and student’s opinion on human values towards National Development	Independent-Samples Mann-Whitney U Test	.048	Reject the null hypothesis.

Source: Primary data

Table number 3 indicated that significant value is 0.048 which is less than 0.05 thereby indicating the null hypothesis is rejected that means there is significant difference between Area of College and student’s opinion on human values towards National Development.

H₀: There is no significant difference between Stream and student’s opinion on human values towards National Development

H₁: There is significant difference between Stream and student’s opinion on human values towards National Development

Table 4 Kruskal Wallis Test – Stream and student’s opinion on human values towards National Development

Null Hypothesis	Test	Sig.	Decision
There is no significant difference between Stream and student’s opinion on human values towards National Development	Independent-Samples Kruskal Wallis Test	.136	Retain the null hypothesis.

Source: Primary data

Table number 4 indicated that significant value is 0.136 which is more than 0.05 thereby indicating the null hypothesis is accepted that means there is no significant difference between Stream and student’s opinion on human values towards National Development.

H₀: There is no significant difference between Gender and student’s opinion on their Role towards National Development

H₁: There is significant difference between Gender and student’s opinion on their Role towards National Development

Table 5 Mann-Whitney U Test – Gender and student’s opinion on their Role towards National Development

Null Hypothesis	Test	Sig.	Decision
There is no significant difference between Gender and student’s opinion on their Role towards National Development	Independent-Samples Mann-Whitney U Test	.898	Retain the null hypothesis.

Source: Primary data

Table number 5 indicated that significant value is 0.898 which is more than 0.05 thereby indicating the null hypothesis is accepted that means there is no significant difference between Gender and student’s opinion on their Role towards National Development.

H₀: There is no significant difference between Area of College and student’s opinion on their Role towards National Development

H₁: There is significant difference between Area of College and student’s opinion on their Role towards National Development

Table 6 Mann-Whitney U Test – Area of College and duties towards National Development

Null Hypothesis	Test	Sig.	Decision
There is no significant difference between Area of College and student's opinion on their Role towards National Development	Independent-Samples Mann-Whitney U Test	.007	Reject the null hypothesis.

Source: Primary data

Table number 6 indicated that significant value is 0.007 which is less than 0.05 thereby indicating the null hypothesis is rejected that means there is significant difference between Area of College and student's opinion on their Role towards National Development.

H₀: There is no significant difference between Stream and student's opinion on their Role towards National Development

H₁: There is significant difference between Stream and student's opinion on their Role towards National Development

Table 7 Kruskal Wallis Test – Discipline and student's opinion on their Role towards National Development

Null Hypothesis	Test	Sig.	Decision
There is no significant difference between Discipline and student's opinion on their Role towards National Development	Independent-Samples Kruskal Wallis Test	.047	Reject the null hypothesis.

Source: Primary data

Table number 7 indicated that significant value is 0.047 which is less than 0.05 thereby indicating the null hypothesis is rejected that means there is significant difference between Streams and student's opinion on their Role towards National Development.

VII. FINDINGS

- Regarding awareness towards Fundamental Right-**Equality**, it was found that 70.1 % were aware and 29.9% were not aware.
- Regarding awareness towards Fundamental Right- **Freedom**, it was found that 63.9 % were aware and 36.1% were not aware.
- Regarding awareness towards Fundamental Right-**Education**, it was found that 58.1 % were aware and 41.9 % were not aware.
- Regarding awareness towards Fundamental Right- **Exploitation**, it was found that 63.9 % were aware and 36.1% were not aware.
- Regarding awareness towards Fundamental Right- **Constitutional Remedies**, it was found that 59.3 % were aware and 40.7% were not aware.
- There is no significant difference between **Gender** and student's opinion on human values towards National Development
- There is significant difference between **Area of College** and student's opinion on human values towards National Development. Urban students opined more than Rural students.
- There is no significant difference between **Stream** and student's opinion on human values towards National Development.
- There is no significant difference between **Gender** and student's opinion on their Role towards National Development

10. There is significant difference between **Area of College** and student's opinion on their Role towards National Development. Urban students opined more than Rural students.
11. There is significant difference between **Streams** and student's opinion on their Role towards National Development. Self-finance Stream students opined highest, followed by Science Stream and then by Commerce Stream.

VIII. SUGGESTIONS

- More awareness regarding fundamental rights of a good citizen is to be created among the students through there syllabus, activities, programs.
- To inculcate human values in the students, especially rural students. Lessons on truth, honesty, appreciation, respect should be taught at College level.
- The College can promote environment-friendly activities like plant a tree, use eco-friendly materials in daily life, use public transport or carpool, get vehicles checked for pollution control.
- Through NSS unit, the students should take part in welfare activities to lift up the backward areas, educate the illiterate, and help in their growth and development.
- The Colleges especially of rural areas, can have tie-up with various organizations and start with skill based certificate courses in the premises, making convenient for the students to acquire it at low cost. Enhancing skill can help the students to be self employed.
- Webinars providing information on different National Skill Development Yojanas started by Ministry of Skill Development and Entrepreneurship should be arranged in Colleges and educational institutions. This can make the students self reliant.
- Some Guest lecturers should be arranged by Colleges for the students coming up with new ventures regarding funding for start ups, setting up of business etc.

IX. CONCLUSION

The role of the students in nation-building is very important. They are problem solvers, have a great influence on other young people and the nation, and are extremely determined. They can create an identity for themselves and move the nation forward. However, they will not be able to do this without the support of their Government and members of the society. So Educational Institutions have to come forward and bridge the gap between the students and the organisations providing skill based training by providing a platform in the premises and help for the students' personality development which will lead towards the national development.

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