Chapter - III

Allocation of Students, Incentives and Awards, NSS Student Volunteers, NSS Units, NSS Programmes and Role of NSS Volunteers
CHAPTER-III

A - ALLOCATION OF STUDENTS AND ACTUAL ENROLMENT, INCENTIVES AND AWARDS, NSS STUDENT VOLUNTEERS, NSS UNITS

Every year in the month of September / October, the Central Government make allocations of NSS students among different states/union territories so that the states/union territories are in position to make necessary provision in their budget for meeting their due share of expenditure of the programme in the next financial year. The state governments/universities ensure that:

(i) "Immediately after the allocation of NSS students is made, the state Govt./Union territories administrations provide adequate matching provision in their budget for implementing the scheme in the next financial year and intimate the concerned department about the amount so provided;"

(ii) The secretary of the department concerned in the state governments/union territories administration immediately after the allocation of NSS students is made, convene a meeting of the programme coordinators of NSS in universities and the officers of the NSS of the regional centres and decide upon the distribution of NSS students among different universities. As far as possible, this meeting is
convened in March every year.\textsuperscript{2} Those universities having comparatively lesser students under NSS have encouraged to increase coverage of students under the scheme.

(iii) Each programme coordinator, thereafter, convenes a meeting of programme officers and decides the allocation among various colleges. In this meeting itself, decisions has are taken to open new units in colleges already having NSS as also in colleges where NSS has not yet been started.\textsuperscript{3}

(iv) The programme officers of NSS has ensure that enrollment of students under NSS is completed within one month of the opening of the college and intimate the strength to the programme coordinator before 30th September every year.\textsuperscript{4} In case of colleges affiliated to universities in which academic session do not start in time, for one reason or the other, the last date of intimation of enrollment of students under NSS would be 31st October every year. In no. event enrollment is done after one month from the date of reopening of the colleges.\textsuperscript{5}

(v) The State Government / Union Territory administrations convene the meeting of the programme coordinators of NSS in the universities in the first week of October every year for the purpose of obtaining information regarding actual enrollment of students under NSS and discussing other details of the programme already carried out and to be taken up a fresh.\textsuperscript{6} “The figures of actual enrollment is intimated by
the state liaison officers of NSS and the NSS regional centres to the central government by the end of October every year. The central government releases first instalment of regular grant in the first quarter of the financial year every year on the basis of initial allocation of student strength. The second instalment of grant under the regular NSS programme is released on the basis of figures of the actual enrollment made upto 30th September and intimated to the central government. Similarly, the state government releases second instalment under regular NSS programme to the universities (Central and State Share Both) on the basis of actual enrolment (upto 30th September) collected by them in the meetings or otherwise. (detailed guidelines in this regard are also given in Appendix - XI and XIII).

Incentives

The National Service Scheme (NSS) is a major student youth voluntary movement involved in Nation-building endeavours. The NSS dates back to 1958, when Pt. Jawahar Lal Nehru initiated the process of establishing a campus community linkage for degree students inorder that “the students get an opportunity to know about the social problems and issues.” To-date, the NSS students volunteers strength in U.P. is approximately 1,00,000 lac and poised to touch 1.5 lac by the end of the VIII five year plan.

However, the NSS students volunteers contribution to
Community service is recognised in terms of incentives and awards. While the new education policy has recognised and recommended incentives for NSS students volunteer, it is implemented in the various universities and academic institutions in the states. The details are as follows:

<table>
<thead>
<tr>
<th>Universities</th>
<th>Incentives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Bundelkhand University</td>
<td>Give 10 to 30 marks to NSS students volunteers for students volunteers for admission in B.Ed. courses.</td>
</tr>
<tr>
<td>2 - G.B. Pant University</td>
<td>The NSS is one of the compulsory unit in B.Sc. courses and the NSS student is graded 10 to 20 additional marks.</td>
</tr>
<tr>
<td>3 - Lucknow University</td>
<td>Gives 5 to 15 marks to NSS student volunteers for admission in B.Ed. courses.</td>
</tr>
<tr>
<td>4 - Agra University</td>
<td>Gives 5 to 25 marks to NSS students volunteers for admission in B.Ed. course.</td>
</tr>
<tr>
<td>5 - Kumaun University</td>
<td>Gives 10 additional marks to a student who has attended one NSS camp and who is seeking admission to higher courses. A student who has attended one more camp is given 30 marks.</td>
</tr>
</tbody>
</table>
bonus marks for admission in B.Ed. course.\textsuperscript{14}

6 - Kanpur University : Gives 10-30 marks to NSS volunteers for admission in B.Ed.\textsuperscript{15}

\textbf{Awards}

In order to recognise the outstanding contributions of NSS students volunteers, programme officers, units and universities in the field of social work a number of National Awards have been instituted from the year 1993-94.\textsuperscript{16} The details of National Awards for NSS are as follows: (For other details see Appendix-xii)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Category</th>
<th>No. of Awards</th>
<th>Value of Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University / + 2 Council</td>
<td>1</td>
<td>Rs. 50,000.00</td>
</tr>
<tr>
<td>2</td>
<td>Programme Officers</td>
<td>6</td>
<td>Rs. 5,000.00 each</td>
</tr>
<tr>
<td>3</td>
<td>NSS Units</td>
<td>6</td>
<td>Rs. 25,000.00 each</td>
</tr>
<tr>
<td>4</td>
<td>NSS Volunteers</td>
<td>16</td>
<td>Rs. 4,000.00 each</td>
</tr>
</tbody>
</table>


\textbf{NSS Student Volunteers}

Any student enrolled as NSS volunteer, puts in at least 120 hours\textsuperscript{16} of social work in a year for a continuous period of two years, i.e. 240 hours in two years,\textsuperscript{17} on different programmes other than special camping. He participates fully in the NSS programmes and is fully
conversant with the objectives of NSS. Out of the 120 hours of service which each student volunteer is expected to put in a year, at least 120 hours is utilised in the first year for pre-placement orientation programme in the following manner:

(a) "General Orientation

(b) Special Orientation

(c) Programme Skill Learning"

The general orientation need not take more than two/three hours as the context, relevance and objective of the scheme is to be explained. After this the students to be divided according to their self-chosen areas of service such as child care, hospital work, health care village/slum welfare for specific orientation. The third aspect of orientation is concerned with imparting instruction in programme skills. A separate training for NSS key volunteers may be organised later on. The orientation programme has to be developed by a team of teachers in collaboration with the knowledgeable persons in the field viz; from university, toc., school of social work, welfare agencies, regional centres of NSS. The student volunteer needs:

(1) "To establish rapport with the people in the project area;

(2) Identify needs, problems and resources of the community;

(3) Plan programmes and carryout the plans;

(4) Relate his learning and experience towards finding solutions to the problems identified; and
(5) Record the activities in his work diary systematically and assess the progress periodically and effect changes, as and when needed.\textsuperscript{22}

The Department of Youth Affairs and Sports has designed and circulated an NSS work diary model to all the universities and its affiliated college for being supplied to NSS students. The work diary is to be maintained by the NSS volunteer which would help him in assessment of his own performance. The programme officers help and guide the students in this matter.

**NSS Units**

As per the guidelines issued from time to time, "an NSS unit in the university / college should, as far as possible, be of 100 students,\textsuperscript{23} under the charge of one programme officer.\textsuperscript{24} "In exceptional cases (like medical colleges, engineering colleges, college of agriculture etc.) where the total student population is small, a small NSS unit can also be started."\textsuperscript{25} It is the responsibility of the programme coordinator of NSS in the university and the concerned NSS regional centre to maintain an upto date list of NSS units (Indicating number of NSS students in each unit), alongwith complete address of the college, the names of the programmes officers and position regarding training of these programme officer as also to keep the state government and central government informed of this position through periodical reports.\textsuperscript{26} (For composition of NSS unit see Appendix-X)
B- NSS PROGRAMMES

There are three principal elements in the NSS programming process: The students, the teachers, and the programme content. Each of these elements, however, has many components. The students have their interests and their needs, their special abilities, their relationships with each other and with the teacher, their particular norms and values related to their family and community life. The teacher has his professional knowledge and skills, his special abilities, his role as a representative of the college / university and as a bearer of the values and norms of the university / college and of a society as a whole. "The programme content is designed to meet the needs and interests of the students and to maintain or change the norms and values of the group, the community and the society." The interaction of these three elements is essential in programme planning for the national service scheme to provide a meaningful experience for its members. The important consideration, however, is that no one element is over-weighted at the expense of the other. The emphasis is on integration of the three elements so as to produce a balanced and satisfying result.

Kinds of Programmes:

There are two types of programmes undertaken under national service scheme. There are:

(1) Regular NSS Programme, under which students undertake various activities in the adopted village, college, university campuses and urban slums during week ends or after class
hours;\textsuperscript{29} and

(2) Special camping programme, under which "camps of 10 days duration are organised in adopted localities during vacations with some specific project in hand with involvement of local community.\textsuperscript{30}

\textbf{Aspects of NSS Programmes:}

The NSS programmes undertaken either under regular or special camping cover four aspects:

(a) "Institutional Work:

The students are placed in selected welfare agencies outside the campus, to work as volunteers;

(b) Institutional Project:

Improvement of campuses, construction of play fields, swimming pools, etc.

(c) Rural Projects:

Eradication of illiteracy, minor irrigation works, agricultural operations, health, hygiene, sanitation, development of rural cooperatives, savings drives, construction of rural road etc. (preferably by adopting villages within the easy reach of university / colleges);

(d) Urban Projects:

Adult education, welfare of slumdwellers, training in civil defence, setting up first-aid posts, hospital work, etc."\textsuperscript{31}
There are number of activities under National Service Scheme/suggestive list of activities is at appendix - IX. This list is neither exhaustive nor exclusive. The NSS units are free to take up any of these activities or any other activity depending on local needs and priorities and diverse interest and aptitudes of the students. These activities aim are:

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

(ii) To provide opportunities to students to play their roles in the implementation of various development programmes by planning and executing development projects which not only help in creating durable community assets in rural areas and urban slums but also result in improvement of the conditions of life of the economically and socially weaker sections of the community;

(iii) Encouraging the students and non-students “to work side by side along with the adults in rural areas there by developing their character, social consciousness and commitment, discipline and healthy and helpful attitudes towards the community around;

(iv) Building up potential youth leaders by discovering the latent potential among the camper, both students as well as local
youth (rural and urban) both with a view to getting some of them more intimately involved in development projects for longer periods. The local leadership built during the camps would also be useful in ensuring proper maintenance of the assets created as a result of the camps.\(^{35}\)

(v) Emphasize “the dignity of labour and self-help and the need for combining physical work with intellectual pursuits,\(^{36}\) and

(vi) Encouraging youths “to participate enthusiastically in the process of national development and promote national integration, through corporate living and cooperative action.”\(^{37}\)

While undertaking these activities, each NSS unit builds into their chosen programmes activities aimed at installing discipline, building character, promotion of physical fitness and development of culture.

**Special Camping:**

Special camping is an integral part of the NSS programmes. It has a special appeal as it provides unique opportunities to students to participate in meaningful outdoor programmes and use their energy and idealism for community work and in nation building.\(^{38}\) The camp provides an opportunity to live and work together harmoniously with groups of students drawn from different areas and belonging to different castes and social, religious, and language groups. It provides an experience in mutual adjustment and adoption to new, changing and
challenging situations. It helps in developing among students qualities like character, courage confidence, comradeship, decision making democratic attitudes, resourcefulness, objectivity and leadership.  

The primary purpose of special camping programme is “education through community work.” This helps to broaden the outlook of the students and develop in them a sense of national consciousness and social responsibility.

In this direction concerted efforts have made for a number of years for reconstruction of rural areas and for improving the conditions of life of economically and socially weaker sections of the community. The universities and colleges have a special role to play in this regard in collaboration with other development departments and local authorities and adopt a village or groups of villages/urban slums for intensive socio-economic uplift where special camps are organised by them year after year to create tangible and durable community assets, leading to creation of permanent rural centres to consolidate NSS activities in the villages.

Since the begining emphasis under NSS has been on programmes of rural reconstruction and activities aimed at improvement of conditions of life of economically and socially weaker and neglected sections of the society.” The special camping programme organised under the themes of ‘Youth Against Famine’ 1973, ‘Youth Against Dirt and Disease’ 1974-75, ‘Youth for Afforestation and tree plantation’ 1975, ‘Youth for eco-development and youth for rural reconstruction from 1976-77 onwards up to 1987-88, ‘youth for development 1988-75
89, and youth for MASS literacy 1989-90, onwards, have resulted in gains both for the community as well as to the students. From 1993-94 the new special camping theme is 'youth for national integration.' In addition to the camps held under the theme 'youth for rural reconstruction,' youth for eco-development, youth against famine, youth against dirt and disease, youth for afforestation, youth for development, and a large number of economic development camps were also conducted in some selected areas in the states under special camping programme of the scheme. In these camps also the volunteers did a commendable work for ecological development and environmental improvement in the selected areas. Some of the broad areas of the special camping programme and activities are enumerated below:

(1) Environment Enrichment and Conservation:

Whereas the main theme for the special camping programme "youth for rural development," activities aimed at environment enrichment would be organised under the sub-theme of 'youth for better environment.' The activities under this sub-theme would inter-alia, include:

(i) "Plantation of trees, their preservation and upkeep (each NSS unit will plant at least 2,000 saplings);"

(ii) Creation of tree consciousness among the community;

(iii) Construction of roads, village streets, drains, etc., so as to keep the environments clean;
(iv) Construction of sanitary latrines, urinals etc.;
(v) Cleaning of village ponds and wells;
(vi) Popularisation and construction of Gobar Gas Plants;
(vii) Environmental sanitation and disposal of garbage composting;
(viii) Prevention of soil erosion, and work for soil conservation;
(ix) Preservation and upkeep of monuments and creating consciousness about the preservation of cultural heritage among the community.

(2) Health, Family Welfare & Nutrition Programme:

(i) Programme of mass immunisation;
(ii) Working with people in nutrition programmes by home science and medical college students;
(iii) Provision of safe and clean drinking water supply;
(iv) Integrated child development programmes;
(v) Health education and preliminary health care work including medico-social surveys detecting cases of malaria and bringing medical aid to the suffering etc; and
(vi) Population education and family welfare including organising of campaigns for small family.
(3) Programmes Aimed at Creating an Awareness for Improvement of the Status of Women:

These may, inter-alia, include:

(i) Programmes of educating women and making them aware of their rights both constitutional and legal;

(ii) Creating consciousness among women that they too contribute to economic and social well-being of the community.

(iii) Creating awareness among women that there is no occupation or vocation which is not open to them provided they acquire the requisite skills; and

(iv) Imparting training to women in sewing, embroidery, knitting and other skills wherever possible.

(4) Social Service Programme:

The social service programme depending on the local needs and priorities, such programme include:

(i) Work in hospitals, for example, serving as ward visitors to cheer the patients, help the patients, providing occupational or hobbly activities for long-term patients, outdoor patients guidance service including guiding visitors in hospital procedures, letter writing and reading for general patients, follow up help to patients discharged from hospital through visits to their homes and places of work, assistance in running of dispensaries etc.
(ii) "Work with the organisation of child welfare;

(iii) Work in institutions for physically handicapped and mentally retarded;

(iv) Work in cheshire homes, orphanages, homes for the aged, etc., and

(v) Work in welfare organisations of women."

(5) Production Oriented Programme:

(i) "Working with people and explaining and teaching improved agricultural practices;

(ii) Rodent control and pest practices;

(iii) Weed control;

(iv) Soil testing, soil health care and soil conservation;

(v) Assistance in the repair of agricultural machinery;

(vi) Assistance and guidance in poultry farming, animal husbandry, care of animal health, etc.; and

(vii) Popularisation of ‘Save Grain’ campaign and small savings.

(viii) Work for the promotion and strengthening of cooperative societies in villages."

(6) Programme for Working During Emergencies:

These programmes would enable the students “to understand and share the agonies of the people affiliated in the wake of natural
clamities like cyclones, floods, earthquakes, etc. The main emphasis on their participation in programmes and working with the people to overcome their handicaps and to assist the local authorities in relief and rehabilitation work in the wake of natural calamities." The NSS students can be involved in:

(i) "Assisting the authorities in distribution of rations, medicines, clothes, etc;

(ii) Assisting the health authorities in inoculation and immunisation, supply of medicines, etc;

(iii) Working with the local people in reconstruction of their huts, cleaning of wells, building of roads, etc;

(iv) Assisting and working with local authorities in actual relief and rescue work;

(v) Collection of clothes and other material and sending the same to the affected areas."

(7) Education and Recreations:

Activities in this field include:

(i) "Adult education (short duration programme);

(ii) Pre-school education programme;

(iii) Programmes of continuing education of school dropouts, coaching of students from economically weaker sections;

(iv) Work in Creches;
(v) Participatory cultural and recreational programmes for the community including the use of massmedia for instruction and recreation, programmes of singing, dancing etc;

(vi) Organisation of youth clubs, rural and indigenous sports in collaboration with Nehru Yuva Kendras;

(vii) Programme including discussions on eradication of social evils like castism, regionalism, corruption, untouchability, drugging etc;”32 and

(viii) Non-formal education for rural youth.

The above is only an illustrative list of the type of activities that can be undertaken; under the programme it would be open to each NSS unit to undertake one or more of these programmes of any other activity which may seem desirable to them according to local needs. “The NSS unit aim at the integrated development of the areas selected for their operation which could be a village or an urban slum.””53

**Preparation:**

Under the special camping programme the camps have planned and preparations are made well in advance. “Special attention is paid to the needs of the perennially drought stricken and drought prone areas and the backward areas.”54 The state government may allocate students to each university who may in turn allocate strength to various colleges. The participation of women students and programmes for women would be stepped up especially as “the female students can play a very important role in education of women in the villages.””55
The state governments may convene meetings of the state NSS advisory committees to which they may also invite, besides the university coordinators and officers of NSS regional offices, representatives of the concerned departments "like health, rural development, agriculture extension, land reforms, social welfare, information and public relations. PWD, forestry Khadi and village industries, Archaeology, Rationing etc." Inter-departmental cooperation is very necessary and is crucial importance in planning and organisation of camps. The concerned department instruct their district and local officers to assist, collaborate and cooperate with the university/colleges authorities in the proper planning and organisation of the camps. For example the "district health officer and medical institution make available medical facilities, medicines, vaccines and services of medical and para-medical personnel, so that orientation of teachers and students, preparation for the campaign, sociomedical surveys and immunisation programmes have been effectively undertaken."

At the university level, meetings of the NSS advisory committee may be held to plan and implement the programme to which the regional NSS officers are invited. The local representatives of the Khadi and village industries commission may be contacted as also other institutions and banks who give loans for the construction of Gobar Gas Plants; Representatives of panchayats and technical and professional institutions can also be invited to these meetings. The universities allocate the students strength to each college participating
in the National Service Scheme and also release the central and state share of funds for the programme in time. The university may also issue instructions to all participating colleges to select teachers and students for the camps. The activities in the camps had planned that they are educative for the students and teachers and at the same time result in creation of durable community assets, and in identifying potential youth leaders. The impact of these camps leave a "lasting impact on the life of community."

The special camping programme have been conducted on a campaign basis undertaken in villages, urban slums and nearly archaeological monuments adopted by the colleges and institutions (where regular work under National Service Scheme is done throughout the year) as a part of an overall plan of action so that continuous and sustained effort over a period of years is issued, as far as possible and specific community assets are created and maintained. These programme have lead to distinct improvement in life of economically and socially weaker and neglected sections of the community. Even in programmes where a sizeable content is of an intangible nature, it has been emphasised that the campaign has result in a lasting impact on the community.

The preparation of special camping programme at the university and the college level may ensure consultation with the concerned local departments, the support of the village panchayat and the community in the villages/urban slums, active participation by local youth (upto 10 percent), arrangements for upkeep of the assets created as a result
of the camps through the local community etc. Efforts have been made to identify and have representatives of different departments who can be approached for guidance and assistance. The university and college also prepare a few posters/charts on different aspects of their campaign in the regional language and display them at important places in the villages/slum areas.

During the special camping programmes socio-economic and health survey have been undertaken. The survey data have been made available to the concerned authorities are followed up during normal and regular NSS activities. It would be preferable if such surveys in adopted villages/slums (where camps are planned) are conducted as part of the normal regular programme before the camp starts in consultation with the concerned departments and authorities who is in a position to make further use of the survey data. It would then form part of the pre-camp planing. The collected data during these surveys give a clear picture of the exact needs of the community and based upon this, the project for the camps are planned and programmes arranged so that the projects meet the felt needs as well as the most important needs of the community.

As regards the programmes of “afforestation and tree plantation,” the forests are all state owned. Also bulk of the waste lands are owned by the state governments or by the panchayats. It would, therefore, be desirable that the state forest department as well as the panchyats are involved in the programme of afforestation and tree plantation. It is necessary for NSS volunteer that the camp sites
for afforestation and tree plantation are selected with due care in consultation with the representatives of the state forest departments so that facilities for drinking water, transport and food are made under the supervision of the forest department. The work sites to be so selected that they are comparatively close to the camp sites and the type of work selected for the purpose, particularly in the beginning should not be uninteresting or of unusually arduous nature. Special attention has been paid to the needs of the perennially drought struck and drought prone areas.

For special camping programme proper orientation of teachers and students leaders is necessary. Pre-camp orientation is compulsory for all colleges undertaking camps, particularly in view of the fact that special campaigns involve various technical aspects with which the camp organisers and students may not be familiar. Special orientation are therefore, help in proper programmes planning and implementation. It is preferable if the orientation for the teacher in charge and two student leaders from each unit is held at the university level-by the university units in collaboration with NSS regional office, the concerned government departments and training and orientation centres and covers both “the programmes aspects and administrative aspects of the campaign.” The programme officer (teacher in charge and the two student leaders) can then organise the orientation for all the students going to participate in the camp at the college itself or at the camp sites, utilising the services of locally available technical personnel and experts.
In identifying the projects/activities in the special camping, the criteria to be borne in mind are:

1. "The needs of the locality;"
2. Facilities available in the area;
3. Local participation; and
4. Possibility of completing the project in 10 days and follow-up work."

**Camp Organisation:**

The special camping programme have been organised with due attention to the need for maintaining strictest austerity particularly as the programmes are being held in backward rural areas for their uplift and development. It must be ensured that there is no discord with the general standards of living of the areas. Note has to be taken of the importance of developing a feeling of identification with the community so as to promote whole hearted cooperation of the local youth. While the camps can generally be held school building, larger camps need to be supplemented by tents obtained from N.C.C. and other agencies.

One of the major objectives of camps life is 'to provide a model democratic self-reliant and self-directed living at minimum cost and maximum efficiency.' Generally speaking, the entire work of organizing and running the camp e.g. claring of the site, pitching of tents (wherever necessary), provision of sanitary services and recycling of human and vegetable wastes, cooking and serving food etc. ought to rest on the
shoulders of the participants. Since some of the students who come to the camps are not trained for these elementary tasks, there are a group of more trained personnel which is shifted from camp to camp, to provide this training for efficient basic living.

"Each camp has 1-2 teachers and 2-5 student leaders who work as camp organisers/work supervisors." Each camp consist of "a minimum of 40 and maximum of 100 participants" depending upon local needs and type of programme activities comprising students of different departments (disciplines), teachers and local student and non-student youth. Active participation of local student and non-students youth (up to 10% of the camp strength) may be ensured. This can be helped by suitable cultural and educational programmes through dance, drama, skit, presentation, music etc. Undertaken in the evenings in cooperation with the local population.

In general, every effort is made to involve the rural population in the work that is done. It is necessary to explain that "the work is for their benefit and so they must contribute to it." When all the physical efforts is done by the students then the village population feel that the students are going it to gain a degree or some such benefit and will from then on, tend to expect others to carry to their tasks like cleaning, construction of bunds and roads, etc., for them. The object of the programme are therefore, to involve the village population actively in rural programmes and make them see that, by their own coordinated efforts, they can escape from the filth and solth that surrounds them at present and live a cleaner, better and richer life.
The group at each camp are divided itself into three or four teams each undertaking activities according to their aptitudes and educational qualifications and attainments. For example, one team looks after the medico-social work including mass immunisation against preventable diseases, another team looks after environmental sanitation and popularisation or and guidance for construction of Gobar Gas Plants; another team concentrate its work on provision of potable water or other activities chosen by the institution, yet another, on plantation of trees etc. Each group may have a few local, non-student youth so as to ensure local support on voluntary basis and ensure proper follow-up to the programmes during the term time.

The management of the camps are governed through committees which take care of various aspects of camp life. Punctuality and discipline must be emphasized among the participants of the camps. All the participants including the teachers strictly abide by the camp rules and stay with students. It is for this reason that it is essential to organise camps within the same state as far as possible.

Generally slums in metropolitan cities are not always convenient for the students to stay overnight during the project. In such cases, the arrangements for stay are made in the college itself (the colleges are expected to adopt nearby slums). However, where this is not possible camps in urban slums ae organised in the form of “day camps.”
Duration of the Camps:

The duration of a special camp on an average for a minimum period of 10 days but camps of longer duration may be held by economising in expenditure. (For details please see Appendix-X)

Programme of Activities in a Model Camp:

Where as no uniform shedule of activities can be suggested for a work camp because of considerable variety in the scope and content of the projects, the NSS units ensure that various activities undertaken during the camp are so planned and organised that it ultimately leads to fulfilment of the objectives of holding a camp as mentioned in page 17,18. In addition to some manual work, the camp provides opportunity for community living, discussion in groups and cultural activities etc. A good camp can adopt the following daily schedule of important activities:

(i) Manual work for “accomplishment of the project like construction of small village complex, community laying out of gardens, tree plantation etc., or any other project depending on local needs and priorities.”

(ii) Discussion on topics like “freedom struggle, character building, development of culture, family welfare, health and hygiene national integration, eradication of social evils like castcism, regionalism dowry, untouchability, prohibition, corruption, gambling, superstitions, civic, social and national responsibilities of citizens, small savings, improved
agricultural practices etc.**80

(iii) Evening cultural programmes/community singing.

It is also noted that if during the course of discussions on various
topic and during the cultural programmes, maximum number of
villagers (irrespective of their age) are provided an opportunity to
benefit from such discussion and cultural programmes. It they are
otherwise not participating in the camp for manual work but are
interested in participation in discussions and cultural programmes, such
participation are encouraged. Cultural programmes of educative value
and documentary films of educative value are screened for the benefit
of the villagers.**81

**Regular NSS Programmes:**

Under the regular NSS programme individual student or students
in small groups, either after or before studies in institutions, undertake
various approved activities under the NSS programme and render 120
hours of social service in a year.**82 Thus, on any one day, many different
activities could be taken by different groups of students studying in
the same educational institution at different times of the day. This
makes monitoring by the programme officers of the work done by the
students difficult. As these activities are to be pursued along with
day-to-day academic studies, the time at the disposal of both students
and teachers to concentrate on them is short and therefore, there is
often lack of continuity in the work. It is felt that if the regular
programmes are organised in the shape of mini camps, one programme

90
officer are able to monitor and guide the activities of upto 100 students without difficulty. With a view to ensuring that regular NSS programme also becomes as effective as the special camping programme, it has been decided by the regional centre of NSS that:

1. "Instead of each NSS student separately rendering 120 hours of social service spread over a period of one year, regular programmes are organised in the form of mini camps of one to three days duration on week ends, holidays, etc. By organising programme in this way, the students have to devote less number of days for work under NSS but he is in a position to complete 120 hours by doing concentrated work. Such type of arrangement make possible effective monitoring of the work done in these camps.

2. Regular NSS programmes are undertaken near the college campuses;

3. The villages/urban slums adopted by the NSS units ordinarily in the vicinity of the colleges."
C - ROLE OF VOLUNTEERS

Voluntary social work has played a vital role in the development of services to the community in India. The scope of social work is based on the contribution made by the voluntary workers in the field of social welfare. Where as there are growing trends towards professionalization, a volunteer and a layman has still to play an important role in assisting the agencies in providing services to the community. Some people are able to donate, while others are able to give their free time for the work of an agency. “Volunteers have worked during emergency situations war-fire, famine, floods, earthquake or other disasters.”

Advantages:

There are two main reasons for voluntary service:

(i) “A sense of urgency, self sacrifice and responsibility towards the community, and

(ii) Dignity and interest in service.”

NSS needs the wide-spread participation of student volunteers in community service, so that they could share with the agency the responsibility for inadequacies of the welfare programme. This is also the best method of informing the community. An other advantage of having voluntary workers is the imagination and flexibility in methods of work and ability to conduct more worth while experiments.
Types of Volunteers:

Although the managing committees of various agencies are formed by voluntary workers, a volunteer in the context of this chapter means a person who is neither on the managing committee nor on the staff of an agency. He is a citizen who works without pay on behalf of an agency, to help welfare, recreational, educational, cultural and civic agency or an institution to supplement the services of paid staff.

There are two major categories of voluntary services:

(i) Administrative and

(ii) Service

Administrative Volunteers:

They are members of the adhoc committee and are responsible for study, evaluation, decisions necessary for definite programmes, planning and advice.

Service Volunteers:

They are unpaid workers who assist in carrying out the programme of the agencies, institutions or organisations they serve. They assist the paid staff in giving suplementary services or assisting the agency as a whole which enrich the programme and economise on the expenditure on staff. Services of the volunteers are utilized by two organisational method:

(i) Each agency can enlist the co-operation of volunteers
separately for its work;

(ii) One Central Bureau which could organise recruitment and referal of volunteers on faculty/department wide basis, prepare a list of volunteers who could be provided to various agencies in the community at the time of need.°

**Orientation:**

As soon as a volunteer comes to work with an institution, the first step to be taken is to give him/her an orientation about the work of the agency. this could be done by giving him an idea of the programmes of the agency, financial resources, type of the people it serves, and then introducing the volunteers to the staff members with whom they are to work.° A tour of the building of the institution as also supply of necessary literature, if any, and giving the ground of the work to the volunteers, will be included in the orientation programme.

**Code of Conduct:**

Apart from administrative, managerial or policy making, volunteers leader as members of board/committees or office bearers, there are service-volunteers who supplement the work of paid staff. The work both in programmes and administrative areas. Here, we are reffering to service-volunteers as distinct from voluntary leaders. The utilization of volunteers manifests public participation civic responsibility, human touch, democratic values, and economy in service.° Dispite the fact that the need for appointing trained social
workers in welfare agencies is being increasingly felt, any democratic society need the active participation and interest of lay citizens in social acitivities, the NSS volunteers assist the agencies in a variety of areas, which requires “human touch and social climate.” With these objects, the volunteers will continue to be utilised for jobs for which a paid worker has to be appointed. Thus volunteers play a very impertent role in social welfare agencies. However a volunteer has to follow some ethics and principles, while he works in a social welfare agency. Some of these are given following:

(1) All volunteers shall work under the guidance of a group leader nominated by the programme officer.

(2) They shall make them selves worthy of the confidence and cooperation of the group / Community leadership.

(3) They shall scrupulously avoid entering into any controversial issues.

(4) They shall keep day-to-day record of their activities experience in the enclosed pages of the diary and submit to the group leader/programme officer for periodic guidance.

(5) It is obligatory on the part of every volunteer to wear the NSS badge while on work.
Footnotes

1. NSS Manual, Govt. of India, Ministry of Human Resource Development, Department of Youth Affairs & Sports, Shastri Bhawan, New Delhi, 1987, P. 49.

2. Ibid - P. 49.

3. Ibid - P. 49.

4. Dr. R.B.S. Varma, Making National Service Scheme more effective, National Service Scheme, Department of Social Work, Lucknow University, Lucknow, 1994, P. 16.


8. The Hindustan Times, New Delhi, September 25, 1993.


10. NSS Information Booklet, Govt. of India, Ministry of Human Resources Development, Department of Youth Affairs & Sports,


16. NSS Information Booklet, Govt. of India, Ministry of Human Resource Development, Department of Youth Affairs and Sports, Shastri Bhawan, New Delhi, 1994, P.13.


22. Ibid - P. 29.


29. NSS Information Booklet, Govt. of India, Ministry of Human Resource Development, Department of Youth Affairs & Sports, Shastri Bhawan, New Delhi, 1992, P. 12.


33. Ibid - P. 15.


35. B.N. Gupta, Rural Development, Challenges for Social Workers,
36. Ibid - P. 16.

37. Ibid - P. 16.


40. Dr. R.B.S. Verma, Community Education Through NSS Volunteer, National Service Scheme, Department of Social Work, Lucknow University, Lucknow, 1994, P. 20.

41. Ibid - P. 19.

42. NSS Information Booklet, Govt. of India, Ministry of Human Resource Development, Department of Youth Affairs & Sports, Shastri Bhawan, New Delhi, 1992, P.5.

43. Ibid - P. 5, 6.

44. NSS Information Booklet, Govt. of India, Ministry of Human Resource Development, Department of Youth Affairs & Sports, Shastri Bhawan, New Delhi, 1992, P.5.

45. Ibid - P. 5.

46. Indira Mallya and Jaya Patel, Education in Rural Participation, Social
Welfare, Central Social Welfare Board, Jeevandeep, Parliament Street,
New Delhi, Nov. 1978, P. 10.

47. Opcite - P. 3.

48. NSS Manual, Govt. of India, Ministry of Human Resource
Development, Department of Youth Affairs & Sports, Shastri Bhawan,
New Delhi, 1987, P. 57-58.

49. Ibid - P. 58.


51. Ibid - P. 65.

52. Dr. R.B.S. Verma, Making Education through NSS Volunteer: National
Service Scheme, Department of Social Welfare, Lucknow University,


54. Dr. R.B.S. Verma, Disaster Management in Garhwal Region of Uttar
Pradesh, NSS Intervention through Special Camping Programme,
NSS Regional Centre, Lucknow, NSS Cell, Lucknow University,
Lucknow, 1994, P.1.


56. Ibid -P. 27.

57. Ibid -P. 2.


60. NSS Information Booklet, Scheme of Assistance to Voluntary Organisations Working in the Field of Youth, Published, Govt. of India, Ministry of Human Resource Development, Department of Youth Affairs & Sports, Shastri Bhawan, New Delhi, 1991, P. 2.


63. Shiva Mohan Singh, Two Decade of National Service Scheme, National Service Scheme, Dr. Ram Manohar Lohia University, Faizabad, Uttar Pradesh, 1994, P. 2.

64. NSS Information Booklet, Scheme of Assistance to Voluntary Organisations Working in the Field of Youth, Govt. of India, Ministry of Human Resource Development, Department of Youth Affairs & Sports, Shastri Bhawan, New Delhi, 1991, P. 5.

66. Ibid - P. 72.

67. Ibid - P. 73.


69. Ibid - P. 38.

70. NSS Manual, Govt. of India, Ministry of Human Resource Development, Department of Youth Affairs & Sports, Shastri Bhawan, New Delhi, 1987, P.73-74.

71. Ibid - P. 74.

72. Ibid - P. 74.

73. Ibid - P. 74.


75. Ibid - P. 20.


80. Ibid - P. 79.

81. Ibid - P. 79.


83. Ibid - P. 4.

84. NSS Information Booklet, Govt. of India, Ministry of Human Resource Development, Department of Youth Affairs & Sports, Shastri Bhawan, New Delhi, 1992, P.3.


88. Dr. R.B.S. Verma, Disaster Management in Garhwal Region of Uttar Pradesh, NSS Intervention through Special Camping Programme, NSS Region Centre, Lucknow, NSS Cell, Lucknow University, Lucknow, 1994, P.2.
89. Ibid - P. 16.

90. Ibid - P. 2, 3.

91. NSS Information Booklet, Scheme for Training of Youth, Govt. of India, Ministry of Human Resource Development, Department of Youth Affairs & Sports, Shastri Bhawan, New Delhi, 1991, P. 3, 4.


93. Ibid - P. 142, 143.

94. NSS Manual, Govt. of India, Ministry of Human Resource Development, Department of Youth Affairs & Sports, Shastri Bhawan, New Delhi, 1987, P.130.