ABSTRACT

The Ph.D dissertation titled "National Service Scheme (NSS) in U.P. : A study of Human Resources Development is an attempt to study the role of National Service Scheme in Uttar Pradesh, an important state of India, politically, socially, and otherwise, social events that took place in U.P. have had a great impact and NSS is the means by which the youth is trained to serve the cause of drastic social and economic changes.

The National Service Scheme, popularly known as, NSS, was simultaneously introduced in Uttar Pradesh (U.P.) as well as all over India on 2nd October, 1969, on the occasion of Gandhiji's birth centenary year initially. It had started in 4 universities with 2,500 NSS student volunteers with primary focus on the development of personality of the students through community service. Today, NSS just in U.P. has over one lakh student volunteers on the role spread over 22 universities and its affiliated colleges. From its inception more than 50,000 students from the universities, colleges and institutions of higher learning have been benefitted by the NSS activities (as NSS volunteers by developing their personality through participation in community service). Due to its overwhelming popularity and demand, the scheme has been extended to the students of +2 level in selected institutions.

The NSS has tremendous educational value in exposing students to the experience of different problems of community and provide immense opportunity to students to serve the society.
The main aim of NSS has been to provide opportunity to teachers and students to gain experiences from community services and thereby bridge the gap between campus and community and between knowledge and action. In this way, NSS, through volunteers in colleges, universities and +2 level, has emerged a powerful forum through which campus community linkage can be established, maintained and further developed. The goals are to achieve improvement in personality, leadership potential, national outlook and a sense of civic responsibilities. It aimed at breaking down the barriers between education in the college and the work in the village. In this process, the broom and the book, the pen and the plough became friends. The needle, bath-tub, pakaxe and crow bar became allies of the black board, globe, lab and the libraries. The classroom shifted to mass education centres, the campus reached community. Thus NSS added a new dimension to the process of education, aligning it to the needs of the community and simultaneously preparing students for their future role as sensitive, self-confident citizens. The emphasis on learning through doing and the premium on combining knowledge with reflection and action, helped NSS develop its own distinct character and identity.

The programme covers four aspects, viz. (i) institutional work of students in selected welfare agencies outside the campus to work as volunteers; (ii) institutional projects such as improvement of campuses, construction of play-fields, plantation of trees, etc.; (iii) rural projects such as literacy campaign, minor irrigation projects,
health, family welfare, nutrition programme, construction of roads, etc.; (iv) urban projects such as non formal education in urban slums, work in welfare institutions etc.

The National Service Scheme has two types of programmes viz. regular activities and special camping programmes, under taken by the volunteers of NSS under regular activities, students are expected to work as volunteers for a continuous period of two years, rendering in community service for a minimum of 120 hours per annum. The activities under regular programme include improvement of campuses, tree plantation, construction work in adopted villages, family welfare, AIDS awareness campaign etc.

A living social organisation should not only respond to challenges when they come, but must anticipate them in advance. That is what happened in case of the AIDS pandemic. Realising that it would be too late to wait, NSS launched an innovative educational intervention called "University Talk Aids (UTA)", one year before the National Aids control organisation (NACO) was established by the government of India. The youth being one of the most vulnarable groups to the HIV/ AIDS, their protection through information and educational awareness was considered an urgent requirement. UTA has brough about a major change in the NSS approach. The NSS youth, used to work with the community, now were trained to work additionally for the youth to ensure their survival. Thus the 'youth to youth' approach was added to the traditional NSS approach of 'youth to community'. This brought about a change in the steriotyped image of NSS.
During late seventies, there was a world wide awareness about the deteriorating environment. Satellite images identified the fast declining green cover in the Indian sub continent. NSS quickly responded to this issue by changing the theme and focus of its special campaign and announced "the youth for afforestation and tree plantation (1975) campaign". The success of this campaign generated lot of interest in the state, particularly in development ministries. Consequently an inter-ministerial collaboration was worked out between the ministry of education and the ministry of forest and environment giving birth to the new NSS programme called "Youth for eco-development" in 1981. Bald hills and denuded forest and wasteland were taken for plantation in different parts of the state. Since 1981, environment enrichment became an integral element of NSS activities and tree-plantation, a regular programme.

Under special camping programme, a camp of 10 days; duration is conducted every year in the adopted area on specific theme like youth against famine, youth against dirt and disease, youth for afforestation and tree plantation, youth for eco-development, youth for rural reconstruction, youth for development, youth for mass literacy, etc. from 1993-94 special camping programme being organised on the theme 'youth for national integration'.

The National Service Scheme has achieved remarkable success in mobilizing student volunteers for several kinds of social service and has earned reputation particularly in relief work during emergencies. Special camping programmes have served to direct youth resources
in the beginning to fight evils and latter on for constructive purposes.

The special camping programmes are intended to supplement academic education with experience in the realities of the life situation. They provide opportunities to the students for participation in implementation of various developmental programmes so as to result in creation of assets as well as in the improvement of the condition of life of the weaker sections and emphasize the dignity of labour and self-help and the need for combating physical work with intellectual pursuits. One of the objects of these camps is to bring together student and non-student youth to work side by side with adults in rural areas there by to promote social consciousness, and healthy and helpful attitudes among the youth towards the community. The camps also aim at building up potential youth leaders by discovering the talent potential in both students as well as non-student youth.

For adequate implementation of the programmes of NSS, the organisation has three tier organisational structure like, national, state and university/college level.

At the national level, the ministry of Human Resource Development of the Government of India decide the policy and programme guideline's for the scheme. The department of youth affairs and sports in the ministry has the administrative responsibility for the scheme. In the department there is the programme adviser whose function is to plan, advise and help implement the programme by liaising with state government, universities and also with organisations which directly or indirectly assist the programme. For the assessment
and help of the programme of programme adviser there is a programme adviser cell which is headed by an assistant programme adviser and core staff. The programme adviser cell is to function as a resources agency for collection and implementation of data from the universities and field offices and obtain such other informations about NSS as a feedback to the department.

At the state level the organisational arrangement consist of state advisory committee and state NSS cell. The state governments constituted state level NSS advisory committees to consider all important matter relating to development of NSS programme in the state such as allocation of volunteer strength to the universities, selection of colleges for the programmes, securing assistance and coordination of different development departments and governmental and non-governmental agencies and allocation of grants to the universities etc. The state advisory committee meet ordinarily twice in a year.

The state NSS cell which is headed by state liaison officer his function is to coordinate planing and implementation of the NSS programme in the state and ensuring adequate inter-departmental cooperation. The state liaison officer has ensure timely release of grants, compilation and submission of accounts, periodical reports, and evaluation of reports. The liaison officer is responsible for organising inter-university programme/ coordination meetings, publication of NSS literature, ensuring training and orientation of NSS functionaries, and help in monitoring the NSS programme in the states.
At the university level the organisational arrangement consist of the university advisory committee and the university NSS cell. Each university has to setup an NSS advisory committee to advise on programme planing and development under the chairmanship of the vice chancellor. The advisory committee review the NSS activities in the area of the university and ensure allocation of NSS student strength and release of grants to its colleges. The NSS advisory committee is treated as the apex body for the implementation of the NSS programmes at the university level.

The university NSS cell has to supervise and coordinate NSS programme in the colleges affiliated to it. The programme coordinator has the responsibility for excution of all instructions recieved from the central government/state government and the decisions of the state level and university advisory committees relating to the NSS. He also ensure timely release of grants to the colleges, selection of programme officers, submission of accounts and reports to the government, assist and guide NSS units in formulation of useful and innovative projects and publications NSS bulletins. He help in organising inter college camps, orientation and training programmes. He also keep liaison with the officials of the regional centres of the department of youth affairs and sports, government of India and officers of the state government connected with NSS programmes.

At the college level, the implementation of the schemen involves active participation of the principle. The overall function of the principal, as head of the institution, is to ensure smooth functioning of the NSS
unit/units in his college. The overall function of the NSS advisory committee at the college level is to advise on the various activities of the NSS unit based on the felt needs of the students and the community. Advisory committee meets regularly, at least four times during the year.

The study is divided into five chapters, conclusion, appendicise and bibliography. As pointed out in the introduction it has been an uphill task to collect materials for this study. In view of non-availability of source material, the available material was based on. Newspaper reports, Journals of social welfare, NSS information bulletin, booklet, NSS manual, letters of the government of India, ministry of Human Resource Development, department of youth affairs & sports, New Delhi, NSS Regional Centre Lucknow, NSS bulletin of the universities. Souvenir of the universities and social welfare programme have been of immense help.

The first chapter deals with the historical background and development of NSS in Uttar Pradesh, its aims and objectives to provide opportunity to teachers and students to gain experiences from community service and thereby bridge the gape between campus and community and between knowledge and action, have been high lighted.

Organisational arrangement of the National Service Schemen is the subject matter of the second chapter. Organisational structure from national to college level and method of selection of programme coordinator, programme officers and there training, role of programme coordinator, programme officers in the organisation from a major part of this chapter.
The third chapter relates to the NSS activities, NSS programmes, allocation of student strength and role of NSS volunteers have been fully discussed in this chapter.

Grants and account, provision of receive and utilise grant, grant for special camping programmes and grant for regular NSS programmes, supervision, monitoring and related issues have been discussed in the forth chapter.

To highlight the programmes specially AIDS pandemic, and environmental problems which had griped the Uttar Pradesh. University talks AIDS programme and aids awareness survey of four university of Uttar Pradesh, AIDS impact on human, environmental problems, air, water, soil, deforestation, tree plantation to combat the environmental problems have been discussed in detail in the fifth chapter.

The conclusion focusses on the objectives and organisational structure, and analysis thereof, my impressions and findings. The finding and observations are based mainly on the hypotheses drawn by me out of the entire study of the topic. I have taken the liberty of making some observations and comments in my personal capacity some of which may apparently deviate from the main study but have a bearing on the general issues referred to in the dissertation.