Chapter 01

INTRODUCTION

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1.4.1 Summary
1.0 Introduction:
The present chapter deals with overall background of the research area. The chapter begins with general scenario of post independence development. The contribution of the youth in nation building will be reviewed. Also the role of National Service Scheme in nation building will be taken into account. Knowing that the present investigation is carried in NSS field, brief overview of NSS is taken into consideration i.e. its establishment, history, hierarchy, training and orientation to programme officers and students and NSS Training as a change agent. The chapter concluded with need and significance of the study area, statement of the problem and objectives. Brief summary of the chapter is also written to understand whole in a nutshell.

1.1 General Scenario of Post Independence Development India
Immediately after attaining independence the national leadership in India faced the problems of invasion of Kashmir by the Pakistan, the rehabilitation of refugees, the shortage of food and coping with the problem of unemployment among the youth. Pandit Jawaharlal Nehru chose the mixed model of economic growth with introduction of the Public sector together with the dose of private economy for country to come out of the gloom of colonial past of dependency and backwardness in the education field. As youth in any society is the one of the most powerful potent force to work as pillars of nation, if not taken care of the same force can become root cause of political, economic and social instability. Thus leaders of the nation wanted to give opportunity to the youth and vent to their energy so that it could be used in national reconstruction and realizing the goals of freedom fighters for free, healthy and prosperous India. Every nation in the post Second World War period as faced with this dilemma of giving vent to the empty minds of neo generation. The Deshmukh committee went into the issue and later the Mr. K G Saiyidain, secretary in education ministry was asked to prepare a report on youth services in other countries and then recommend to the Government about laying the foundation for National Service Scheme in the country for college youth. The educated minds were to be cultivated for nation building.

Here the some of the concerns or issues that were worked on came up for discussion in various forms in connection with the National Service Scheme that was being
conceived. The suggestion and recommendation made largely centre around the following points:

a) Nature of Scheme- should it (National Service Scheme) be on a voluntary or compulsory basis?

b) Should NSS Scheme be started in a pilot projects’ form or on a national scale?

c) What should be the optimum duration of the National Service Scheme for the Volunteer? Whether this period be covered in one long continuous stretch or can it taken up by college youth in installments, say, during successive summer vacation? Would it advisable and feasible to postpone a student’s university career or his vocational work by about a year as envisaged in the Scheme? Should there be only one set pattern and time-table for all youth or can there be several to meet different needs and situations?

d) What kind of the projects should be undertaken and how should they be selected? How to ensure that projects and activities would arouse the enthusiasm and spirit of adventure in the youth and, what is more difficult, how to maintain it throughout the period of service?

e) Should the Scheme be mainly concerned with physical work or include other forms of non-physical that intellectual social service? If so how should they be mutually adjusted and balanced?

f) If youth are asked to do laboriously and tearfully a great deal of back-breaking work which can be done quickly, conveniently and economically by machines would they be interested or look upon the labor put in by them as phony?

g) What are the other interest generating and sustaining programmes and activities which should be included in the Scheme —education, recreation, social service activities, technical training? How can they be properly integrated so as to make the experience genuinely worthwhile for the participants?

h) What would be the appropriate suitable organizational set-up for big undertaking of this kind to ensure the cooperation and participation of all deeply concerned agencies without becoming so unwieldy as to hinder quick decisions and effective implementation?

i) From where will the leaders be drawn to conduct the work camps and how should they be trained? If the size or scope of the scheme outruns the availability of good, trained leadership, what will be the consequences?
j) Which are the agencies and methods of publicity and propaganda which can be mobilized for the purpose?

1.2 Contribution of Youth in Nation Building

No country can progress without the involvement of it’s youth in the regular life of the nation in the social, economic, political, cultural and scientific and technological field. All the western countries and other developed countries have come up after the World War II and the post cold war era due to hard work of their youth in every sphere of life. The recent fire of change which is known as Jasmine revolution in Egypt, Tunisia, and Libya was spear headed by the youth. Indian freedom movement had no choice but the youth be it peaceful Satyagriha or the armed reaction of Indian National Army. Even the mutiny of 1857 could not have produced the heat without the participation of youth towards paving the ground for the yet to come the final freedom movement blooded by youthful revolutionaries.

The German unification after the collapse of Berlin war could become successful because of the patience and participation of youth in the change process. The new modern Chinese onslaught of change from the iron curtained communist to leading economic and technological power house of the world is the result of the participation of youth in every sphere of national life.

Indian youth has also responded to the change process of course with lots of difficulties faced from our traditional attitude of waiting for change and also resistance to change. This cultural lag has put the onus of change on the youth of the country as political dilemma in the country always has hindered the pace of desired change in India. The Post Reform era of 1990 onward has opened the vast bag of opportunities for the Indian youth. The change in education field, the opening of management schools, the engineering and technological institutes all over the country and quality systems introduced in education and industrial field have all involvement of new dynamic Indian youth who changed the image of the country abroad. India is no more known as the country of snake charmers and magician but as a country of knowledge people. The Indian Diaspora has spread all over the world as successful technocrats, businessmen, doctors and learners bringing back home valuable new knowledge base and much required capital. Indian learners and techies have swarmed United States of America, Australia, UK, Japan and many more developed countries.
Earlier they were employment seekers but now they are knowledge seekers and entrepreneurs providing employment to the youth in their host nations.

The problem today with Indian youth at home is vastness of the nation and quality of population that they have to live with. As the world over India is known as emerging country but at home we face challenges in the rural and urban population where there are dirt, disease and squalor, the ugly face of unemployment, poverty and personal and family disorganization. The environmental decay and poor governance by the corrupt politicians and the executive are the areas of concern.

1.3 About National Service Scheme

The overall objective of the National Service Scheme, as visualized in the beginning though was service to the community, offered while students undergo educational instructions, in their colleges or educational institution. It was to arouse the social conscientiousness amongst the young student volunteers and provide them with the opportunity to work with the people in and around the educational campuses creatively and constructively, and to put the education they received to appropriate national and social use. The primary aim of the scheme is to enable the students to enhance their personality and experience through social interaction with the community during the social service. Its ultimate end is the improvement of personality while service to the community is a means through which such improvement of personality is sought to be achieved.

(I)The objective of the scheme, as per NSS Manual is development of the personality of the students through community service sought to be accomplished by enabling and helping the student volunteers to:

i. Understand the community in which they work
ii. Understand themselves in relation to their community;
iii. Identify needs and problems in the community in the solution of which they can be involved;
iv. Develop among them a sense of social and civic responsibility;
v. apply their education in finding practical solution in individual and community problems;
vi. develop competency required for group living and sharing responsibilities;
vii. gain skills in mobilizing community participation;
viii. acquire leadership qualities and democratic attitude;
ix develop capacity to meet emergencies and natural disasters; and
x. practice national integration.

(II) The Moto of NSS:

As per the Manual of NSS the motto or watch word of the national service scheme is 'NOT ME BUT YOU'. This expresses the essence of democratic living and upholds the need for selfless service and appreciation of the other man's point of view and also to show consideration for fellow human beings. It underlines that the welfare of an individual ultimately depends on the welfare of society as a whole. Therefore, it should be the aim of the NSS to demonstrate this motto in its day-to-day programme.

(III) NSS Symbol:

The NSS manual describes symbol of the National Service Scheme, as based on the 'Rath' wheel of the Konark Sun Temple of Odissa. These giant wheels of the Sun Temple portray the cycle of creation, preservation and release, and signify the movement in life across time and space. The design of the symbol, a simplified form of the Sun-chariot wheel, primarily depicts movement. The wheel signifies the progressive cycle of life and it stands for continuity as well as change and implies on the part of the NSS for continuous striving forward for social transformation and upliftment.

(IV) NSS Badge:

The NSS symbol is embossed on the NSS badge issued to NSS volunteers which gives them a unique identity. The NSS volunteers proudly wear it while undertaking various programmes of community service. The Konark wheel in the symbol with eight bars represents 24 hours of the day. Hence the badge reminds the volunteer to be in readiness for service of the nation round the clock i.e. for 24 hours. The red color in the badge indicates that the NSS volunteers are full of blood, i.e. lively, active and spirited. The navy blue color indicates the vastness of cosmos of which the NSS is a tiny part ready to contribute it’s might or share for the welfare of the mankind.
1.3.1 History of NSS

1. Mahatma Gandhi, the father of the nation use to address the student youth about the opportunities of learning in the community set up where the truth in experienced. He would ask them to go to villages. Gandhiji tried to impress upon his student audience time and again that they should always keep before them, their supreme social responsibility. The first duty of the students should be, not to treat their period of study as one of the opportunities for indulgence in intellectual luxury, but for preparing themselves for dedication in the service of those on whose back they were resting. He would advise the students to form a living contact with the community in whose midst their institution is located, and suggested that instead of undertaking just academic research about economic and social disability, they should do "something positive so that the life of the villagers might be raised to a higher material and moral level".

2. Immediately after achieving independence the Nation felt an urge for introducing social service for students, both as measure of educational reforms as well as a means to improve the quality of educated man-power for nation building. The University Grants Commission headed by Dr. Radhakrishnan recommended introduction of national service in the academic institutions on a voluntary basis with the involvement of teachers and student volunteers for establishing a constructive linkage between the campus and the community.

3. The idea was emphasized and considered by the Central Advisory Board of Education in January, 1950. After having studied and examined the various aspects of the matter and in the light of experience of other countries in this field, the Board recommended that chosen students should devote some time to manual work on a voluntary basis under the guidance of their teachers who would be specially trained in such work. First Five Year Plan adopted by the Government of India in 1952, the need for social and labour service for students for one year was further stressed and accordingly, labour and social service camps, campus-work projects, village apprenticeship schemes etc., were started by a number of educational institutions in the country. Then Prime Minister, Pt. Jawaharlal Nehru also gave emphasis to the idea of having social service as prerequisite for graduation. Prime Minister directed the
Ministry of Education to formulate a suitable scheme for introduction of national service into the academic institutions.

4. A draft outline of the scheme was placed before the Education Minister's Conference in 1959 which accepted the urgency and need for trying out a workable scheme for national service. It was conceived that the existing education system of that time was supposed to be strengthened with the national service programmes and that if the objectives of the such Service scheme were to be realised, it was essential to integrate social service with the educational process as early as possible. The Conference recommended for setting up of a committee to work out details of the proposed pilot project and accordingly a National Service Committee was formed with Dr.C.D.Deshmukh as Chairman, on August 28, 1959 to come out with appropriate suggestions in this regard. The Deshmukh committee recommended that national service for a period of nine months to a year may be made compulsory for all students completing high school education.

5. In 1960, Secretary of Education, Prof. K. G. Saiyidain, was asked to study how the youth force was involved in the national service as students in the leading countries of the world. He submitted his report under the title 'National Service for the Youth' to the Government with recommendations as to what could be done in India to develop a feasible scheme of social service by students. He recommended that national or social service should be introduced on a voluntary basis and extended as widely as possible with a provision for rich and varied programmes of activities. It was also recommended that social service camps should be open to students as well as non students within the prescribed age group for better interrelationship.

6. Dr. D. S. Kothari (1964-66 Education commission) also recommended that students at all stages of education should be associated with some form of social service. The state Education Ministers also recommended in their conference that at the university stage, students could be permitted to join the National Cadet Corps which was already in existence on a voluntary basis and as an alternative to this could be offered to them in the form of a new programme called the National Service Scheme (NSS).

7. The Vice-Chancellor's Conference in September, 1967 welcomed this recommendation and suggested for setting up a special committee of Vice-Chancellors to examine this issue thoroughly. The Government of India, in its National Education Policy laid down that work experience and national service should
be an integral part of educations. A conference of the student's representative of the universities and institutions of higher learning convened by the Ministry of Education and the University Grants commission in May 1969, also unanimously declared that national service could be a powerful instrument for national integration. It was expected that the scheme would bridge the gap between the urban student youth and rural life realities and that the projects of permanent value could also be undertaken as a symbol of the contribution of the students’ community to the progress and upliftment of the nation. A small committee on the suggestion of Dr. J P Naik visited Ahmednagar College, in Maharashtra to witness the experiments in students' involvement in community work. It was a three member committee of Vice Chancellors led by Dr. Sukhadia of Rajasthan. It is this visit which paved ground for establishment of Training and Orientation Centre in Ahmednagar.

8. The planning Commission for the initially sanctioned an amount of Rs. 5 crores for National Service Scheme (NSS) during the Fourth Five Year Plan. NSS programme was stipulated to be started as a pilot project in selected institutions and universities. The Maharashtra State was allotted two centres for training the Programme Officers from Maharashtra and Goa states. Tata Institute of Social Sciences, Bombay was given Training Orientation and Research Centre (TORC) and Training and Orientation Centre (TOC) was given to Ahmednagar College which is now known as Empanelled Training Institute (ETI).

9. And finally on September 24, 1969, National Service Scheme (NSS) was launched in 37 universities covering all States. It was a great tribute to the father of the Nation Mahatma Gandhiji that programme was started during the Gandhi Centenary Year as it was he who inspired the Indian youth to participate in the movement for Indian independence and the social upliftment of the down-trodden masses of our country.

10. The response of students to the scheme has been excellent. Starting with an enrolment of 40,000 students in 1969, the coverage of NSS students had increased to 7.00 lakhs during 1985-86 and to that of 7.70 lakhs during 1986-87. The strength of NSS students till recently was as under:
<table>
<thead>
<tr>
<th>Year</th>
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<tr>
<td>1980-81</td>
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<tr>
<td>1983-84</td>
<td>5.71 lakhs</td>
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<tr>
<td>1984-85</td>
<td>6.10 lakhs</td>
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<tr>
<td>2012-13</td>
<td>Approximately 32 lakhs (recent figures)</td>
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11. The National Service Scheme now extends to all the states, union territories and universities in the country. All stakeholders that are students, teachers, parents, guardians, persons in authority in government, universities and colleges and the people in general now realize the need and significance of NSS. The student youth are now more aware of the realities of life, a better understanding and appreciation of the problems of the people. NSS is an attempt to make education relevant to the needs and reality of the society. The student energy and efforts have been noticed in various national programmes and campaigns specially implemented by the Ministry as per the need and call of the Nation. There are several instances of excellent work and exemplary conduct of NSS units which have earned for them respect and confidence of the community. The special camping programmes organised under the themes of 'Youth Against Famine (1973)'; 'Youth Against Dirt &Disease (1974-75)'; 'Youth for A forestation and Tree Plantation (1975)'; 'Youth for Eco-Development' and 'Youth for Rural Reconstruction' from 1976-77, Universities Talk Aids and then YUVA (Youth United for Victory on Aids) in 2005 onwards, have resulted in gains both to the community as well as to the students. Social Services rendered by university students has covered several aspects like adoption of villages for intensive uplift work, carrying out of medico-social surveys, setting up of medical centres, programmes of mass immunization, sanitation drives, adult education programmes for the weaker sections of the community, blood donation, helping patients in hospitals, inmates of orphanages and the physically handicapped etc. NSS volunteers did commendable work by helping people affected by the cyclones, floods, draughts, earth quakes, and tsunami. The NSS volunteers were also actively at work in helping victims affected by the gas tragedy in Bhopal in December, 1984. The NSS students have also done useful work in organising campaigns for eradication of social evils and popularization of the nationally accepted objectives like pride of being Indian, democracy, socialism, secularism, national integration and development of scientific
temper. Even during the Bangladesh freedom struggle there was influx of refugees. The NSS volunteers helped in managing the refugee camps.

1.3.2 Hierarchy of NSS at National Level, State Level and University Level

The set up of National Service Scheme in the country is described in the following discussion. This set up is as per the Manual of NSS and from time to time the directives are issued by the Ministry of Youth Affairs and Sports, New Delhi.

i) National Level

At the national level the Ministry of Youth Affairs and Sports spearheads the administrative responsibility for the National Service Scheme. The NSS is headed by Programme Advisor who is expected to plan advise and help to implement the programme by liaising with the State Governments, Universities and also with organizations which directly or indirectly are part of the programme. A programme advisors’ cell has been set up headed by a Deputy Programme Advisor and a core staff to assist the Programme Advisor in planning, evaluation and monitoring the implementation of the programme at various levels...

ii) State Level

The following organisational arrangements are envisaged at state level for smooth functioning of National Service Scheme:

(a) State Advisory Committee: The state Governments are expected to constitute state level NSS advisory committees to consider all important matter relating to development of NSS programme in the state, like 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. This Committee also coordinates reviews and evaluates the programme at the State Level. The Advisory Committee may consist of :-
Chairman:

Minister of Education /Youth Service in the state is the chairman of the committee.

Members: Other members of the committee are Chief Secretary, Vice-Chancellor of all the universities in the state operating NSS programme, Secretaries/Heads of Education, Youth Services and related Departments like Officer-in-charge of NSS Regional office Govt. of India, Relief Commissioner, State Liaison Officer for NSS, T.O.C. Coordinator (Now renamed as Empanelled Training Institute i.e. ETI), representatives of associations/organisations participating and assisting in the programme development and youth work such as NCC, Red-Cross, Scouts & Guides etc., and such other persons/agencies whom the State Govt. consider appropriate representative of the State Education Department to be nominated as Convener/Member Secretary. The Programme Adviser, as representative of Dept. of Youth Affairs & Sports in Ministry of Human Resource Development, Govt. of India, may attend such meeting as a special invitee. Programme Co-coordinators of Universities may attend as special invitees.

The state advisory committee is expected to meet ordinarily twice in a year. In case, there are difficulties in holding periodical meeting of the state advisory committee, co-ordination committee under the Chairmanship of Chief Secretaries/Education Secretaries could be constituted for better co-ordination among different development departments/agencies of the state.

(b) State N.S.S. Cell: There is an NSS cell headed by the State Liaison Officer for NSS. Govt. of India extends cent per cent financial assistance to constitute this cell at the state level. The State Liaison Officer is expected to be a person with adequate NSS background and training. A Senior Programme Officer/Programme Coordinator from a University within a State who has done good work is placed on deputation for the purpose. The function of the cell is to coordinate planning and implementation of the NSS programmes in the state and ensuring adequate inter-department cooperation. The state Liaison Officer ensures timely release of grants, compilation and submission of accounts, periodical report, and evaluation or reposts. He or She is also responsible for organising inter-university programme/coordination meetings, publication of NSS functionaries, and help in monitoring the NSS programme in the states. In discharging his/her functions, the State Liaison Officer has to maintain close coordination with
NSS Regional Centre and NSS programme coordination in the universities. He/she is also expected to visit as many NSS programmes in the state as possible.

**iii) University Level:**

Following organisational arrangements are made at the university level

University NSS advisory Committee: Each University has to set up an NSS Advisory Committee to advise on programme planning and development under the chairmanship of the Vice Chancellor. It reviews the NSS activities in the area of the University and ensures allocation of NSS student strength and release of grants to its colleges. The Committee consists of Vice Chancellor as Chairman and other members are Commissioner of the Administrative Division or his representative, Registrar, Secretary /Director of Education/Youth Services guide NSS units in formulation of useful and innovative projects and publications of NSS bulletins. He or she ensures that material/equipment/vehicles created out of NSS funds are exclusively used by the NSS personnel for NSS purpose. He or she helps in organising inter college camps, orientation and training programmes. He/she visits from, time to time, the NSS units and special camps for providing guidance and to ensure proper implementation of NSS programmes. He/she keeps liaison with the officials of the Regional Centres of the Ministry of Youth Affairs and Sports, Government of India and Officers of the state government conducted with NSS programme.

**iv) College Level:**

Implementation of NSS at the college level involves active participation of the principal, the college advisory committee for NSS; NSS programme officer and other teachers, student volunteers, community leaders, governmental/non-governmental agencies/departments, local institutions and other beneficiaries.

a) **Principal**:

The overall function of the Principal, as Head of the Institution, is to ensure smooth functioning of the NSS unit/units in his/her college. He / She is expected to:
i) Explain or interpret the importance of the NSS to the members of the college and to the community;

ii) And most important to integrate NSS with other related activities in the college to the extent possible;

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 in which they would function. The committee should meet regularly, at least four times during the year.

b) Programme Officer:

The NSS manual states that the overall function of the programme officer is to help students plan, implement and evaluate the activities of the unit under his charge and give proper guidance and direction to the student volunteers. The Programme Officer has pivotal leadership role to perform under the NSS in mediating the larger value of the scheme to the students and other members of the college community. He or she plays the role of an organiser, an educator, a coordinator, a supervisor, an administrator and a public relations person to improve the quality and magnitude of NSS programmes in his college. As a Programme Officer is friend, philosopher, teacher and guide to NSS volunteers, his functions are varied which could be stated as follows:

1) As an organiser

a) The Programme officer should interpret the scheme to the students and other members of the college community and create awareness among them about the scheme;

b) The Programme Officer should motivate, recruit and select students for NSS work;
c) The Programme Officer should enlist cooperation and coordination of community agencies, government departments and non-governmental agencies; and

d) Programme Officer is responsible for selecting service projects on the basis of utility and feasibility.

2) As an Educator

a) Programme Officer is to prepare orientation programme for NSS volunteers, to explain to them social service concepts, and teach and equip them with methods and skills required for achieving the objectives of the scheme;

b) Programme Officer is to promote community education through meetings, talks, news bulletins, discussions etc; and

c) Programme Officer is to strive to formulate NSS programme which will have direct relationship with the academic curricula.

3) As a Coordinator:

a) Programme Officer is to coordinate student’s NSS activities by matching abilities of the students with the demands of service projects and allot specific programme responsibility;

b) Programme Officer is to coordinate internal resources available in the form of teaching expertise of college teachers for enhancing the knowledge and skills of the students in the implementation of the scheme; and

c) Programme Officer is to coordinate various external resources available in the form of government services; welfare agencies and voluntary bodies for the success of the NSS programme.
4) **As a Supervisor:**

As the National Service Scheme involves young student volunteers who are very dynamic and also prone to various types of pressures, it is crucial to be with them during the entire duration of the programme.

a) Programme Officer is expected to fully assist students to learn how to do their jobs. His/her supervisory and consultative skills should be so directed as to enable students to set for themselves realistic and worthwhile goals and enable them to see challenges in problem and act on their own initiative; and

b) Programme Officer has to assist in evaluation and follow up work.

5) **As an administrator:**

As the Programme Officer is the most important and direct link between the student volunteers, the community and the college and university administration, it is must for him or her to:

a) Keep the principal, college advisory committee and the programme coordinator of the university informed of the activities of the unit;

b) Run day-to-day administration of the programme me;

c) Attend to the correspondence regularly;

d) Maintain record of students’ participation and activities undertaken;

e) Prepare progress report periodically for submission to college and university;

f) Keep accounts and stock in the prescribed forms; and

g) Prepare annual calendar of activities to be undertaken

6) **As a Public Relation Man:**

The Programme Office is the torch bearer who is expected through light on the success and achievements of the NSS scheme he or she is always expected:

a) To inform the community at large about the scheme through press reports, radio and television programmes, pamphlets, seminars and speaker's forums.
b) To ensure that the curricular and other extracurricular burden of the NSS programme officer is reasonably reduced to enable him to devote more time for NSS.

**Selection and training of Programme Officers:**

As per the Manual of NSS a programme officer appointed by the college or institution should immediately complete his orientation course at the assigned training centre within a year of his appointment. The University Coordinators are expected to find out and follow up the cases of untrained officers in coordination with the Training Centres which depend on the information provided by them organizing their training programmes. At the same time the Regional Centres of National Service Scheme in coordination with the University coordinators and the State Liaison Officers together provide the instructions regarding requirement of training for the programme officers and the content of the training programme. Besides training at the Empanelled Training Centres, the University level workshops are conducted for the Programme Officers to update them and orient them with new directives.

**vi) NSS Units**

As per the guidelines issued from time to time, an NSS unit in the college should, as far as possible, be of 100 students, under the charge of one Programme Officer. In exceptional cases (like medical colleges, engineering colleges, colleges of agriculture etc.) where the total student population is small, a small NSS Unit can also be started. It would be the university and the concerned NSS Regional Centre to maintain an up to date list of NSS units (indicating number of NSS students in each unit), along with complete address of the colleges, the names of the Programme Officers and position regarding training of these Programme Officers as also to keep the state government and central government informed of this position through periodical reports. The concept of Self Financed NSS units has been also floated and some colleges and institutes have accepted the challenge and started their units following the guide line given by the Ministry.
vii) NSS Student Volunteer

Any student enrolled as NSS volunteer should put in at least 120 hours of social work in a year for a continuous period of two years, i.e. 240 hours in two years, on different programmes other than special camping. He/she should participate fully in the NSS programme and should be 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 20 hours should be utilised in the first year, for pre-placement orientation programme in the following manner:

i) General Orientation 02 hours
ii) Special Orientation 08 hours
iii) Programme skill learning 10 hours

The General orientation is expected to be of not more than two/three hours as the context, relevance and objective of the scheme is to be explained. After which the volunteers are supposed to be divided according to their self-chosen areas of service such as child care, hospital work, and 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 will have to be developed by a team of teachers in collaboration with the knowledgeable persons in the field viz; from university, ETI, Schools of Social Work, Welfare agencies, Regional Centres of NSS. The student volunteers are expected: to establish rapport with the people in the project area chosen:

i) The volunteers are to identify needs, problems and resources of the community;

ii) The volunteers are to plan programme and carry out the plans;

iii) The volunteers are to relate their learning and experience towards finding solutions to the problems identified; and
iv) The volunteers are to record the activities in their work diary systematically and assess the progress periodically and effect changes, as and when needed.

The Department of Youth Affairs and Sports has designed and circulated in NSS work model to all universities for being supplied to NSS students. The work diary is to be maintained by the NSS volunteer which would help him/her in assessment of his/her own performance. It is expected that the programme officer would help and guide the volunteers in this matter.

A NSS volunteer completing 240 hours of regular social service in a period of two years is to be issued an NSS certificate by the college/university. Universities may consider giving preference to such NSS volunteers in matters of admissions, promotions, and for other privilege.

1.3.3 **INDIRA GANDHI NSS AWARD**

As it is customary now a days that in every field the performers are recognized by the nation for their exemplary work which is possible because their hard work personal and family sacrifices. In NSS also there is recognition of the achievers.

Recognising the voluntary services rendered by NSS Volunteers, Programme Officers, NSS Units and the Universities NSS Cell, Government of India has instituted NSS Award.

1.3.4 **PROGRAMMES**

Details about the NSS Programmes as per the manual of NSS and the directives issued by the Ministry from time to time are as under:

(i) Programme Planning and Development

There are three principal elements in the N.S.S. programming process: the students, the teachers, and the programme content. Each of these elements, however, has many components. The students have their interest and their needs, their special abilities, their relationship 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 and as a bearer of the values and norms of the college and of 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 if the National Service Scheme is 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.

(ii) Kinds of Programmes

There are two types of programmes undertaken under National Service Scheme. These are:
A. Regular NSS programmes, under which students undertake various activities in the adopted villages, college campuses and urban slums during weekends or after college hours; and

B. Special camping programmes, under which camps of 10 days duration are organised in adopted villages or urban slums during vacations with some specific project in hand and with involvement of local community.

(iii) Aspects of NSS Programme

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

i. Institutional Work: The students may be placed in selected welfare agencies outside the campus, to work as volunteers;

ii. Institutional Project: Improvement of campuses, construction of playfield, swimming pools, etc.
iii. Rural Projects: Eradication of illiteracy, minor irrigation works, agricultural operations, health, hygiene, sanitation, development of rural cooperatives, savings drives, construction of rural roads etc. (preferably by adopting villages within the easy reach of colleges);

iv. Urban Projects: Adult education, welfare of slum dwellers, training in civil defense, setting up first-aid posts, hospital work, etc.

**The NSS Regional Centres:** Seeing the vastness of the country and varied geographical distribution of the spread of student youth, the Ministry has established the Regional Centres in the country. The Ministry of Youth Affairs and Sports has set up 15 NSS Regional Centres in the country to maintain liaison with state governments, universities and training institutions for effective implementation of the programme. The head of the Regional Centre is expected to work with the following:

a) **State Governments:**

i) Where he or she is to explain in meetings of state advisory committee or personally to the officials of the state government, the details of the programme and policy determined by the central government;

ii) He or she is to be a channel to resolve bottle-necks problems, if any faced by the state vis-à-vis the Ministry and vice-versa;
He or she is supposed to take up with the state advisory committee/state government officials’ matters regarding the timely release of funds by the Ministry to the state government and by the latter to the government and by the latter to the University and by the universities to the colleges.

iii) He or she is to keep the Department informed of the state of implementation of NSS programmes in universities and colleges;

iv) He or she is to keep the state govt. informed about the different aspects of the implementation of the programme wherever felt necessary; and
v) He or she is to remain in touch with the concerned officials of the State Government with the authorities concerned to ensure timely submission of accounts and periodical reports; and

b) Universities: At the University level the Regional Officer is expected to perform the following:

(i) He or she is to present the views of the Ministry and if advised by the state government, the views of the state government, in the university advisory committees and to the Vice-Chancellor of the Universities, principals of the colleges, other persons connected with NSS.
(ii) He or she is to assist in preparation of NSS programmes, including special camping programmes, in conformity with the policies and guidelines;
(iii) He or she is to keep the Vice-Chancellors and other officials apprised of the state of the programme in their respective universities and colleges;
(iv) He or she is to take steps to see that funds are released in time by the universities to the colleges;
(v) He or she is to remain in touch with the authorities concerned to ensure timely submission of accounts and periodical reports; and
(vi) He or she is to visit different NSS units and camps for consultancy, guidance etc.

c) Empanelled Training Institutes and Evaluating agencies: Orientation and training of persons connected with NSS being of great importance for sustaining its dynamism in universities and colleges, it is necessary that the various fact of the programme are studied, understood and evaluated. The NSS Regional Centres Officers have to play their role in this sphere mainly :-

i) He or she should make their field experience bear upon the programmes organised by the various Empanelled Training Institutes.
ii) He or she should observe the organisation of orientation training, research and evaluation and other activities in these institutions and to extend necessary cooperation and advice;
iii) He or she should visit the training programmes whenever possible
iv) He or she should to function as a resource persons in the orientation and training programme;
v) He or she should advise and cooperate with the evaluating agencies for evaluation of regular NSS and special camping programmes.

1.4 Nature and scope of NSS- Expert report:

Here comes the role of National Service Scheme as expected by Mahatma Gandhi and the other visionaries that after the Deshumukh committee the recommendations of the K G Saiyidain report, the ground was paved for the nation building with a strong participation of college going youth. College and University youth beside regular learning activities is expected to know the truth of real community and the national life through direct exposure outside the class room under the supervision of the college staff. Expectations and role of NSS volunteers and running of the Scheme can be understood with conclusions and recommendations of the K G Saiyidain report. A discussion on this report is as follows:

1. The report justified the introduction of NSS on educational and tremendous possibilities in the field. It has been welcomed by the leading authorities from the field of education

2. The proposal to introduce NSS on a compulsory and universal basis for both boys and girls for a continuous period of about nine months was doubted as practical at that time. There is one school of thought which objects to compulsion on principle. As being irreconcilable with the idea of service, the urge for which should spring from within. But a much larger school of thought, in all the countries visited by him, was opposed to it because it doubts the feasibility and wisdom of adopting the programme on a universal basis. The conditions necessary to ensure its successful implementation—education of public of opinion, training of requisite leadership, provision of material equipments and resources, formulation of the right programme etc.—can only be
fulfilled in due course of time. While he did not see much force in the ‘conscientious’ objection—after all, nations have used compulsion unhesitatingly for military service and have also applied it in such fields as Primary education for children and in enforcing certain health measures, to check spread of disease—He was of the view that we as a nation shall be courting a grave risk of failure if the quality of the experiment is allowed to become diluted by the desire for producing quick or superficially spectacular results.

3. He further would therefore, recommend the adoption of a voluntary approach and the working out a number of pilot projects on the basis of which carefully evaluated experience may be gained, to be utilized in the gradual expansion of the scheme. These projects can be experimental in a variety of ways as indicated in the Report- in size, duration, type of work, staffing etc,

4. The report also stated that if at later stage, it is decided to introduce the idea of compulsion, the approach should be to make all youth, within the prescribed age-group, liable to such service but select the actual persons to be called, on the basis of drawing lots or some other suitable procedure which would be accepted as equitably by all concerned. The actual proportion of youth to be called should depend on the availability of the requisite personnel and other resources.

5. The Report brought about the question of duration of the NSS camp activities for the students. It said that it should in the first instance, be envisaged on a flexible basis, i.e. youth may be given option to come to the work camps, either for a three month period or for a continuous period of eight or nine months or for this period being spread over two or three vacations. While it should be voluntary for any student youth to enroll him in the camp, once he has done so he should be required to put in at least a period of about 12 weeks.

6. The Report suggested that NSS Camps should be open to students as well as non-students, within the prescribed age-group, who have passed the Secondary school examination. A certain proportion of non-students may also be made eligible to join.
7. The Report suggested NSS should be launched in an imaginative manner so that, in the minds of the public as well as the students, it would be invested with a high sense of prestige and social and official recognition.

8. The Report put emphasis on psychological and emotional preparation of the campers about the work to be done, organisaton of short term camps of labour and social service, should be encouraged while they are still at school. They may be of the same general pattern as the present camps, organized through educational institutions and voluntary agencies, but their programme should be more realistic, with greater emphasis on the completion of worthwhile projects of obvious values.

9. It (Report) also emphasized on creating sense of continuity in the minds of youth about the idea of the scheme by enrolling them on a large scale in the National Serviced Scheme, while they are still at school so that, as they participate in short duration camps during the school career, they may know that they are expected, in due course, to render a longer period of service in regular camps.

10. It further recommended that for ensuring the success of the work camps, it would be useful to organize short ‘vestibule camps’ of not less than two weeks where new entrants will be oriented towards the discipline, the routine, the rules and the work to be done later in the larger camps. Persons who have sympathy with, and understanding of, the problems of youth should receive them and be responsible not only for their proper and tactful initiation into the work but also to allot them to suitable camps and assign them the right jobs.

11. The Report put highest emphasis on the training of the right kind of leaders, who may be drawn partly educational institutions and partly from social workers, community project staff and other likely sources. In due course of time, however, they should be increasingly drawn from the youth who have passed through short and long duration camps, have shown special interest in such work and have acquired successful experience of leadership through actual participation.

12. In his report he also gives impetus to over-all direction of the policy in which the programme should be in the hands of educationists- persons with understanding of
educational issues, not necessarily professional teachers who may be assisted by technically qualified and competent persons to supervise the project work and enable the campers not only to complete their work assignments but also to acquire technical skill and knowledge relating to the project. The report clearly states that care should be taken to see that the camps are not militarized as had happened in some other countries with undesirable consequences.

13. The Report also makes it clear that in order to make the work camp programme truly educative and appealing to youth, they should be made varied and broad based. The work should be done on a voluntary basis and should draw youth by its intrinsic appeal and attraction.

14. The Report recommended about the possibility of starting a variety of short-term technical courses for the NSS campers on a voluntary basis, somewhat on the lines of the Yugoslavia work camps should be explored so that they may discover their practical aptitudes and incidentally learn skill likely to be useful to them in later life.

15. The Report threw light on certain special advantages associated with large size camps and others which are more likely to follow camps with smaller numbers. In the over-all plan, provision should be made for both types of camps and even the large sized camps should be divided into smaller units to encourage more personal contact and provide opportunities for democratic leadership and community living.

16. The Report place special emphasis on selection of the right kinds of projects as crucial towards the success of scheme. They should be formulated in cooperation with project supervisors and educationist and, in some suitable form; youth organization should be associated with their planning.

17. The Report stated that it was necessary to have an autonomous board or council on which universities, student organizations and persons drawn from actively concerned Ministries/Departments may be represented. In addition, a few educationists and public men of standing who will inspire general confidence should be associated with the Central body. At the State level and possibly at the district
level also— it would be necessary to have similar councils for detailed planning and organization.

18. And lastly the Report concluded that to keep the movement lively and creative, opportunities should be provided to encourage exchange of ideas and experience amongst student youth at various levels and for the camps, being occasionally visited by advisory committees of educationists and other who will not only assess the work but carry over promising ideas and experiment from one part of the country to another and thus guard against the possibility of the movement becoming mechanized.

1.4.1 Summary

This chapter dealt with the genesis of National Service Scheme in India and its’ importance from youth development point of view i.e, how the youth could be effectively oriented to be a learned and aware citizen as they grow in academic and real social and economic environment.

The National Service Scheme has a crucial and important place in the nation Sports, New Delhi to the Student Volunteers at the college and the institute level building where the youth who are in the learning process get a very good opportunity to know the basics of community realities in terms of facts and problems. The Scheme is very popular among the student youth and helps the students to work on the aspects like volunteerism, community service and national integration. The guided interaction with the help of the Programme Officer moulds them into would be responsible citizens with the national concern. Their attitudes and values get positive and constructive shape through National Service Scheme. The NSS is a very well woven Scheme from top to the bottom i.e. from Ministry of Youth Affairs and Sports, States, Universities to College Level