CHAPTER I

INTRODUCTION

An individual can be an active member of a Society, when he is conscious of his rights and duties towards the Society. The Society consists of all such individuals and there they share a mode of life with a common set of aims and values. The nature of a Society can be judged by the behaviour of those members with full social consciousness.

1.1 EDUCATION AND SOCIETY:

Education is the process through which the development of a Society takes place. Ward (1883) in his book 'Dynamic Sociology' has aptly regarded "Education as the proximate means of progress" of Society. Education plays an effective role for the betterment of the Society. Spencer (1861) has categorically stated the role of education in his essay: "What knowledge is most worth". In order to play this role the educational system must be closely related to the social needs and the educational Institutions must maintain an intimate relationship with the latter. Dewey (1899) in his book 'School and Society'
has emphasized that if the School is to be effective it must be a social institution closely related to the community. In order to forge a close relationship with the Society, the curriculum, the method in the process of education has to be relevant to the social needs and the way of life of the Society. Saiyidain has rightly remarked:

"A People's school must obviously be based on the people's needs and problems. Its curriculum should be an epitome of their life. Its method of work must be approximate to theirs. It should reflect all that is significant and characteristic in the life of the community in his natural setting".

Student community constitute the energetic and enlightened section of the society. It can be the architect of great and healthy changes in the country's life. Education can bring about the change in the society only when it will be able to inculcate the favourable qualities among the students. Student community can work as the agent of this change. Education has to create a sense of social responsibility and social sensitiveness among the students. A spirit of social service with qualities of co-operative and harmonious living must be imbibed among the students. Otherwise the educational system will not be able to make itself relevant to the social needs. Gandhiji has rightly maintained:
"No education is worth the name which does not inculcate the spirit of social service, self-sacrifice and self-reliance, the qualities that are essential for living co-operatively and harmoniously."

Education must aim at producing men who are truly cultured, tolerant and who have service-bent of mind. Education should make them understand that the promotion of human welfare, not self-aggrandisement is the end of life. Mukherjee (1980) in his Essay 'Education, University and Society' has rightly maintained,

"No man, however brilliant, can be considered cultured unless he has the passion to serve and work for the community. A truly cultured man has a comprehensive mind, a mind which sees the world as but an insignificant part of the cosmos, which sees man in relation to the history of the entire human race."

Education can fulfill its social mission by inculcating among the students through its ideology, methods, curriculum and organisation, a sense of social consciousness, sensitiveness towards social problems and the realisation of their roles in solving the problems of the society.

When different stages of Education is taken into consideration, it is at the University stage that the
students are comparatively more matured. Their involvement with various social activities increases and they are expected to shoulder the social responsibility after the completion of the University Education. Therefore, the above mission of Education holds good more specifically in case of University Education.

Mukherjee (1980) opines,

"University Education must be so oriented in its ideology, its methods and its organisation that it will develop the basic qualities of character which are very much necessary for the successful functioning of a democratic society. A passion for social justice and an awakening of the social consciousness, tolerance and understanding of social problems; a deep and true love for the country—its tradition and culture, its ethical values and ideals, its achievements and problems—thus helping in national growth and development; a spirit of nationalism and sense of social responsibility and a realisation of the need for self-reliance and dignity of labour through love of all types of work (which will be a part of the education) must be imbibed in the youth community by the University, so that they become more socially conscious and demand for others, irrespective of caste, creed, or race the good things they cherish for themselves".

The Universities must undertake social service activities in the rural areas and urban slums. This will create a good-will and faith among the people towards the Universities. Commenting on this, Barnabas and Hulbe (1979) write:
"The extension of the University into the rural areas will create a sense of value and respect for higher education in the minds of the rural masses. They should feel that their sons and daughters, whom they send to the colleges and Universities at great personal sacrifice, are acquiring the knowledge, skill and ability which will eventually release them from the vicious circles of ignorance, poverty and squalor".

1.2 GULF BETWEEN EDUCATION AND SOCIETY:

Indian Education during the ancient period was oriented towards the needs and aspirations of the society. Educational system was informal and was imparted in the family, temples and such other Public institutions. There was a close relationship between the educational process and the way of life of the people in general. This trend was also observed during the medieval period. But the educational system could not maintain the close relationship with the society during the British period. The system of education introduced by the British Government started to drift away from the society.

It was felt that the very purpose of introducing such a system of education was to prepare a band of Indians who would help the British administration in India. Commenting on this, Kabir (1961) stated,
"The East India Company and later the British Crown were interested in introducing western education primarily for utilitarian ends. It was a means of training a sufficient number of Indians in English to make the task of administering the country easier".

Consequent upon Macaulay's Minute of 1835, English Education was introduced in India. Schools having provision of European literature and Science were established in different parts of India. The students passing out of these schools were given preference in the employment in British Administration. The curriculum and activities of these schools were organised in such a way so as to produce pupils having ability to join service. Neither the emphasis was given to develop the whole personality of the child nor efforts were made to make education relevant to the Indian life. Commenting on the Education imparted in these schools the Secondary Education Commission (1952) observed:

"The Education imparted in these schools became passport for entrance into Government Services. This was mainly due to the proclamation issued by Lord Hardinge in 1844 that for service in public offices preference should be given to those who were educated in English Schools. In consequence thereof Education was imparted with the limited object of preparing pupils to join the service and not for life. In the new High Schools the standard of achievement in literary subjects was from the very beginning high but little or no progress was made in training the pupils in the practical side of science. We may, therefore, conclude
that some of the defects persisting to-day owe their origin to the policy pursued in the past."

It is very often complained that the system of education introduced by the British Government in India was segregated from the Indian life situations and needs of the community. Thus it became irrelevant to the Indian life. Commenting on this, Kabir (1961) says:

"One of the main criticisms against the Western system of education imported into modern India was that it had little relation to the life of the vast majority of the Indian people. In place of the old, traditional education which was at least in a rudimentary way oriented to the needs of the community, the modern system of education is primarily book-centered and places an undue emphasis on the development of linguistic ability and the abstract intellect. The courses, the curriculum and the methods, have therefore, been developed almost without any relation to the needs of the rural community."

It is often pointed out that the system of education introduced by the British Government was bookish and theoretical. It tended to wean away the students from the social realities. As a result of this system of education, sharp division was created between intellectual and manual labour. Students also developed repugnance to manual labour. Manual labour acquired an element of social stigma. Kabir (1961) in his book 'Education in New India' writes —
"While educational thinkers in India and outside increasingly stressed the value of activity and freedom, the system prevalent in India tended to become more and more book-centered. Even in the case of children it became more and more an exercise of the memory than a development of intellect, emotions and character. Overmuch concern with books tended to divorce education from the realities of Indian life. It often drew the child away from his social and cultural milieu and encouraged in him a distaste, if not contempt, for manual labour. The result is that the child trained up in the traditional way tends to become dependent upon a particular type of employment. If opportunity does not offer in that particular direction, he often becomes helpless and hopeless. As a result, an average educated man in India often lacks self-confidence and initiative and flounders hopelessly when confronted with a new and changing situation.

It was a general feeling that even after Independence, India could not embark upon an educational system which could prove itself to be relevant to its social needs. Though efforts were made from time to time to reorganise the system of education, it contained the same elements which had rendered the system irrelevant to the society during the British period. Due to this, social consciousness could not be developed among the students. A tendency among the students developed to segregate themselves from the community activities. Commenting on the defect of the educational system of India in the post-independence period the Secondary Education Commission (1952) remarked:
"The Education given in our schools is isolated from life. The curriculum as formulated and as presented through the traditional methods of teaching does not give the students insight into the everyday world in which they are living. When they pass out of school they feel ill-adjusted and cannot take their place confidently and competently in the Community. Unless the school is organised as a community and is in vital rapport with outside community life, this situation cannot be remedied".

As a result of the segregation of the educational system from the social needs, a gap was observed between the school and society. Educational system became indifferent to the social needs and problems. Nath(1986) describes this sorry plight of the educational system of India in the following words:

"Thus with formalisation of the system there came in the clear cleavage between the school and the society. The school became a 'pedagogical island' and to the society it remained 'Ivory Tower'. The more the segregation, the greater was the sanctity attributed to the school and so the less intense was the effort on its part to reach the society".

The University Education in Independent India was no exception to this general trend. University Education in India could not stand to the needs of the Society. The students could not identify themselves with the social needs and problems. The benefit of their education could not be extended to the society in the solution of
its problems. Universities could not fulfill their social mission. To quote the words of Barnabas and Hulbe (1979):

"It can be stated that the university has four missions. The preservation of knowledge, the extension of knowledge, the training of professional workers and finally the social mission. While our Institutions of higher learning may be aware of the first three of these missions there seems to be no understanding of the social mission of the University. Universities can adopt a number of approaches in their attitude towards society. The most common approach is the 'Ivory tower approach'. This approach implies that knowledge should be sought for its own sake and that there is no need for any communication between the intellectuals and the general masses of society. Universities in India can ill afford to adopt this approach".

Commenting on this aspect, the Education Commission (1966) speaks:

"Our traditional 'elite' as a whole—with some noble exceptions—had no close ties with the masses and the new 'elite' created by modern education also remained largely aloof from the people".

1.3 ATTEMPT TO BRIDGE THE GULF:

The seclusion of educational system from the social needs had created concern among the educationists. They voiced the need to revamp the educational system to enable it to respond to the growing needs, aspirations
and demands of the society. Leading among those educators was Gandhiji, who strongly opined that the system of education introduced by the British Government was unsuitable to the Indian condition. As a result of which, the educated mass was alienated from the society. He made a systematic and sustained attempt to modify the content, the curriculum and the methods to meet the requirements of the community. He devised a new system of education which was called Basic Education. The chief objective of Basic Education was to correct the malady which crept into the Indian educational system as a result of the bookish and theoretical education. It was to make education activity-oriented and craft-centered, to develop the total personality of the student and to make education relevant to the social needs and problems.

This system of education was built up around indigenous craft. Besides the curricular activities, undertaking different works in the community beyond the boundary of the school was a normal routine of Basic Education. Kabir (1961) describes this aspect of Basic Education:

"The Basic School does not, however, confine its activities within the boundaries of the school itself. It is part of the normal routine of the Basic School to undertake programmes of cleaning and providing sanitary services to the entire village. In some of the best Basic Schools there is hardly any
distinction between school activities and social education programmes in the widest sense of the term. Basic Education thus creates the atmosphere and mental outlook needed for the community development. It is not accidental that the spread of the national extension services and the community development programmes has been accompanied by an expansion of Basic Education. In fact, the Basic School has often been the nucleus around which a programme of community uplift has been built."

Despite its effort to forge a living contact between the educational institutions and the society, Basic education could not thrive in India during the post-independence period due to various reasons. Educational planners, administrators and practitioners started thinking about introducing some corrective measures in the educational system of India to develop social consciousness among the students, to extend the classroom knowledge of the students to the society for the solution of its problems and thereby to make education socially relevant. Educationists were of the opinion that students should involve themselves in different types of social service programmes; so that, they would get opportunity to be exposed to the social realities and their classroom knowledge could be utilised in solution of social problems.

1.4 NATIONAL SERVICE SCHEME INTRODUCED:

Different commissions such as University Education
Commission (1943), National Service Committee (1959) and Indian Education Commission (1966), educationists like Jawaharlal Nehru, K.G. Saiyidain gave different recommendations to introduce social service in the colleges of India. These recommendations varied from compulsory service by the students to voluntary service; from an extra year at college devoted wholly for service to merely providing opportunities for service along with studies. The Government of India finally decided to introduce National Service by college students on a selective-cum-voluntary basis along with their studies. National Service Scheme was introduced as a pilot project in the year 1969 in 37 Universities and 3 Institutions of higher learning with an enrolment of 40,000 student volunteers. The objective was to expose the students to the social realities and thereby developing social consciousness in them, to put the scholarship of the students to practical use in the solution of the social problems and to develop personality of the students through community service.

1.5 SOME BASIC ISSUES:

National Service Scheme has completed two decades of its functioning. Beginning in only 37 Universities it has now been introduced in all the Universities of
India. The enrolment position of student volunteers has increased from 40,000 in the beginning to 9.69 lakhs by 1988-89. Various developmental programmes are organised from time to time in order to bring improvement in the personality characteristics of the students as well as social practices.

Such a programme should be properly planned, thoughtfully organised and skillfully operated, so that the objectives of the scheme are fulfilled. Although a considerable amount of time and money has been spent and the scheme is running in full swing, some basic questions are raised in the minds of educational planners, administrators and research workers. How effectively has the scheme been implemented? Is the involvement of people from Government and voluntary agencies and other branches of life encouraging? How have the students been benefitted by the Programme? Has the scheme been able to play the role of an agent in Rural Reconstruction? How do the students, Programme Officers, Principals and the local people view the programme?

1.6 NEED FOR RESEARCH:

In order to find answers to the above questions and with a view to obtaining a clear picture on the working of National Service Scheme, evaluation and research should
form an integral part of this scheme. Any system in order to achieve its pre-set objective must be subject to reorientation and reorganisation based on research findings. This is more intensely felt in case of a scheme like National Service Scheme in which the personality of the student is sought to be improved with the help of social service activities. Changes have to be introduced in the types of programmes according to the demands of time. It must be assured that the style of functioning of National Service Scheme should ultimately result in having the expected change in the attitude and behaviour of the students. These modifications and changes in the functioning of National Service Scheme can be effective if its planning is based on research findings. Therefore, it goes without saying that time to time research and evaluation of National Service Scheme is essential to make the programme effective.

Before taking up any research, it is desirable that researches conducted previously in the particular field must be reviewed and the findings must be taken into consideration. The gaps which exist in the previous studies should be tried to be bridged up.
1.7 RESEARCHES DONE ON NSS:

Though National Service Scheme has been functioning for more than two decades, sufficient researches have not been conducted in this field. The Researcher has come across a few studies conducted as Institutional Projects and one study at the Ph.D level.

Delhi School of Social Work (1976-77) had undertaken a study to evaluate the Special Camping Programmes organised in different Universities of India in the year 1976-77. The camps during that year were held under the theme 'Youth for Rural Reconstruction'. The investigators administered questionnaires on the programme Officers, student volunteers, University Programme Co-ordinators and had interview with the local leaders in order to collect data.

The major findings of the study were as follows:
- The Programme Officers mostly belonged to the younger age group.
- Majority of the Programme Officers had attended Orientation Programmes.
- Most of the camps were organised where works in the Regular NSS programmes were done throughout the year.
- Most of the works undertaken during the camps were intended to benefit groups rather than individuals.

- The work projects undertaken in the camping programmes were in tune with the felt-needs of the people.

- In a significant number of camps local bodies had been organised to follow up the works done during the Special Camping Programmes.

Madras School of Social Work (1977-78) conducted a study to evaluate the functioning of NSS in Orissa for the year 1977-78. Data were collected by administering questionnaires on the programme Officers, student leaders, local leaders, Programme Co-ordinators of the Universities. Given below are some of the important findings.

- Most of the Programme Officers were of the age group of 21-40 years and were from the faculty of Humanities.

- Most of the Programme Officers had not undergone any Orientation course.

- All the colleges had enrolled allocated number of volunteers.

- Most of the students were from the faculties of Arts.
In none of the colleges all the volunteers had completed the minimum requirement of 120 hours of service. Volunteers who had completed 120 hours of service were mostly from the faculty of Arts.

Majority of the Special Camping Programmes were held in the adopted places having a reasonable distance from the college.

Most of the camp organisors had arranged pre-camp orientation course for the volunteers.

Camp activities mainly centered round manual works and programmes on 'Health'.

Majority of the Special Cams did not have the minimum required strength of 40 which disturbed the financial viability. But taken in totality the camp attendance was more than the target.

Participation of female students in the camp was considerably low.

In most of the cases local Panchayats extended co-operation for the camps.

Delhi School of Social Work (1977-78) conducted an evaluative study of NSS in Punjab and the Union Territories of Chandigarh and Andaman and Nicobar
Islands. The data were collected by administering questionnaires on the Programme Officers, students, principals, Programme Co-ordinators of the Universities and by conducting interview with the student leaders and local leaders. The major findings of the study were:

- In majority of the Universities, the University authorities had made adequate efforts to keep the Programme Officers well informed regarding the operational needs of the NSS Programmes. Necessary guidelines and directions were issued from time to time and the Programme Co-ordinators had maintained adequate contact with the colleges implementing the NSS.

- Placement units for Regular NSS Programmes, in most cases, were adopted villages or other nearby villages. This was because the Programme Officers found it difficult to place the students either in the Welfare Institutions and slums in the cities and towns.

- More than 95% of the allocated number of students were involved in the Special Camps.

- The participation of Non-student youths was only 6% which was less than adequate.
- Majority of the programme Officers had attended the Orientation course. In most of the cases pre-camp Orientation courses were organised for the students.

- Only a few Programme Officers had organised general Orientation Programmes for all NSS students at the college level though there is specific provision that Orientation Programme of 20 hours duration should be organised for the student volunteers within a year.

- Most of the NSS Units were holding the special camps in the adopted villages and the camps were being followed up with Regular NSS Programmes. This was a trend in the positive direction.

  Madras School of Social Work (1978-79) conducted a study to evaluate the implementation of National Service Scheme in the State of Orissa for the year 1978-79. The major findings of the study were:

- None of the colleges had faced any difficulty regarding enrolment of allocated number of volunteers.

- A few number of volunteers had completed the minimum requirement of 120 hours of service.
- Allocated number of volunteers had attended the Special Camping Programme.

- Most of the colleges had arranged Pre-camp Orientation course for the student volunteers.

- Majority of Programme Officers had undergone the Orientation course.

- Only a few camps were organised in the adopted places.

- Due to frequent exposition to the camping activities local organisations like Mahila Mandala, Youth Clubs, Adult Education Centres and Village Welfare Associations had been built up.

Mohapatra (1985) conducted a study on the topic 'A critical study of the impact of NSS on the attitude of the college students' for Ph.D. Degree under the University of Jamia Milia Islamia, New Delhi.

The objectives of the study were to study (a) kind of students participating in NSS (b) To examine the impact of NSS programmes on the attitude of the students towards family planning and population control, status of women, mixed friendship and marriage, manual
labour, rural life, criteria of selection of an occupation and place of work (c) To study their awareness of National priorities and strategies for eradication of poverty.

The major findings of the study were (a) NSS programmes attract more boys than girls, (b) The percentage of students belonging to Arts and Humanities are comparatively more than the students from Science and other faculties (c) Students with good academic background have also been attracted by NSS programmes (d) A substantial number of volunteers are the first generation of the family entering to the portals of higher learning (e) The analysis of variance showing the effect of NSS on the attitude of NSS volunteers towards social issues reveal that the quantum of change in favourable direction is found to be more in case of NSS volunteers than the Non-NSS respondents. (f) The perception of National priorities have undergone a change in case of NSS volunteers at the post-test level whereas the Non-NSS respondents do not indicate any change. At the post-test level the strategies identified by the NSS volunteers for the eradication of poverty was at pair with the study group of the planning Commission, (g) Sex and nature of college
(co-educational or otherwise) do not seem to have any relationship with the quantum of change. Agewise, however, it is found that the younger group is more amenable to change. (h) The social work students exhibited greater awareness of social problems and a favourable attitude towards these problems.

Training Orientation and Research Centre, Ramakrishna Mission, Loksiksha Parishad, Narendrapur (1986-87) conducted an evaluation study on NSS operation in the State of Orissa. Data were collected by administering questionnaires on the programme officers, student leaders, principals, programme co-ordinators of the Universities and conducting interview with the placement agencies and beneficiaries.

The main findings of the study were:

- Most of the Programme Officers were male and in the age group of 25 to 35 years.

- Programme Officers belonging to SC/ST community constituted only 4.2%.

- Ninetysix percent of the programme Officers were of the lecturer rank and most of them were from the Humanities stream of study.
- Only 37.2% of the programme Officers were trained.
- Most of the volunteers were from the Humanities stream of study.
- NSS volunteers in academic performance were mediocre in nature. There were however some outstanding student volunteers enrolled in the scheme.
- Majority of the Programme Officers followed selection procedure to enrol the volunteers.
- Students were generally placed in the social welfare agencies for their Regular Programmes.
- Most of the Special Camping Programmes were held in the nearby villages. In majority cases these camp sites were selected on the basis of 'Advance Survey and contacts'. In some cases the criteria for selection was proximity to the college.
- Community Health Programme was given the top priority in the Special Camping Programmes.
- The involvement of NSS volunteers for Mass Programme for Functional Literacy was much below the state target.
The Training Orientation and Research Centre (NSS) of Tata Institute of Social Sciences, Bombay (1986-87) conducted studies on working of NSS for the State of Maharastra, Gujrat, Karnatak and Madhya Pradesh. The study revealed the following facts:

- In all the states except Karnataka enrolment was higher than the allocated strength. In Karnatak it was 93% of the allocated strength.

- No state had been able to fulfill the allocated special camping strength.

- In majority of the cases the parents of the volunteers were within medium and high literacy group. Most of the volunteers were from the families having low income group having income within Rs.400/- per month.

- Student volunteers were of all levels of academic performance.

- In case of Gujrat, female participation in Special Camps was proportionately more than that in the Regular NSS Programmes but in other states attendance in Regular Programmes was more than that of the Special Camping Programmes.

- About 90% of the colleges organised general
Orientation and Pre-camp Orientation Programmes for the student volunteers.

- The activities undertaken in the Special Camping Programmes were diverse in nature.

- Majority of the colleges had received grants for Special Camping Programmes after the camps were conducted.

- In all the states except Karnataka majority of the Programme Officers did not submit the statement of account in time. But in Karnataka three fourth of the Programme Officers submitted the account in time.

The findings of the above studies show that the studies have covered many aspects of NSS for investigation. Many relevant information regarding the enrolment of volunteers, placement of students in Regular Programmes, Personal data about the Programme Officers etc., have been collected by the investigators. The investigators have also tried to collect information on different aspects of the Special Camping Programmes.

Mohapatra (1985) in his study has tried to find out the impact of NSS on the attitude of the volunteers towards the social problems. Taking a synoptic view of all the findings it is observed that the studies have many
gaps. Many vital aspects of NSS have remained uncovered. None of the studies has gone deep into the operational details of the scheme beginning from popularisation of NSS among the students to conduct of Regular programmes and Special Camping Programmes.

Important aspects like mode of functioning of the Advisory Committee, village adoption etc., have not been taken into account in the above studies.

One of the important aspects which remains yet to be studied is how the volunteers, Programme Officers, Principals and the local people view NSS and what are their suggestions on different aspects of the working of NSS.

In one of the studies mentioned in the preceding section, impact of NSS on the attitude of the students towards different social problems has been studied. But what about the other benefits derived by the students from NSS? How the local community has been benefitted from the Scheme? These questions are yet to be answered.

1.8 THE PRESENT STUDY:

In the present study the investigator has made an attempt to investigate some of the aspects which has not been touched by the previous studies. The details on the
operational aspects of NSS has been studied in order to get a clear picture about NSS in Sambalpur University. Also the investigator has tried to trace the socio-economic background of the NSS volunteers and Programme Officers. Attempt has been made to study the details of the facilities available in the colleges.

Much can be revealed about the working of the scheme and corrective measures can be introduced if the opinion and suggestions of the Programme Officers, student volunteers, Principals and local people are taken into consideration. Therefore, attempt has been made to collect opinions and suggestions from all possible quarters regarding the working of NSS. In addition to this, the present study has further tried to make an investigation regarding the benefits derived by the students and the local community.

1.8.1 Rationale:

During the last twenty years NSS has been introduced in all the Universities of India. The enrolment position has increased from 40,000 student volunteers to about one million. A feeling has been generated among the Educational planners, administrators and practitioners that NSS has the potentiality to
bring about improvement in the personality characteristics of the students.

Recognising the importance of the scheme the National Policy of Education (1986) of Government of India stated—

"At the undergraduate level regular participation in sports, NSS and other activities that may be specified, should be considered as a qualifying requirement for promotion to the next higher class and award of degrees. The percentage of attendance that would constitute regular participation in these activities will have to be laid down".

In the National Policy of Education (1986) the Government of India has declared its policy to increase the enrolment of NSS at the rate of 10% per annum.

The Policy states:

"Enrolment under the National Service Scheme is expected to go up from about six lakh students at the commencement of the Seventh Five Year Plan to about one million students at the end of it. The increase in enrolment under NSS at the rate of 10% per annum should be kept up even during the Eighth Five Year Plan, so that the enrolment increases to about sixteen lakh students at the end of Eighth Five Year Plan".
In pursuance of this policy the enrolment of NSS was increased by 10% every year during the 7th Five Year Plan. The National Policy of Education (1986) further stated that -

"At the first degree level, participation in sports and games, social service activities like NSS and other beneficial activities like NCC, adventure, scouting and guiding etc., can be made compulsory sooner than later since a great deal of innovation is possible with grown up students. By utilising all the different possible activities suited for this purpose, it might be possible to start integration and evaluation of performance from the year 1987-88".

The Government felt that rendering of social service by students while learning was an inseparable part of the learning process. To quote the words of National Policy of Education (1986):

"As made clear in the National Policy on Education-1986, sports and physical education and also rendering of social service by students while learning, are an inseparable part of the learning process and therefore, the same agencies at the state and central levels should monitor the implementation of these programmes as will monitor the general process of education at the levels of school and higher education".

NSS now involves about one million student volunteers. Huge investment in terms of manpower and money has been made in implementing the scheme. There
should be detailed investigation into the working of the scheme from time to time to reorganise and reorient it according to the needs of the time. Studies made in this field earlier have not covered some of the vital aspects of this scheme. Therefore, the investigator felt the necessity of taking up the present study in terms of the need of the situation.

Sambalpur University covers a major area of Orissa including four districts in full and two districts in part. This region of Orissa comprises of areas having diversified characteristics such as tribal, industrial, agricultural, urban and rural. The needs and aspirations of the people of these different areas differ. It has to be seen how effectively NSS can play its role in such an area having diversified features. Moreover, people belonging to this part of Orissa are economically and educationally backward. Many parts of this area are tribal dominated. Organisations like NSS has to play vital role in bringing development in this region. A study seems to be necessary to see how NSS has functioned in this part of the State. Moreover, the investigator being a resident of this part of the State is in an advantageous position to interact with people and situations as he has a thorough
knowledge about the nature of the people, the geographical structure as well as the administrative set-up of the educational institutions where the study was planned to be conducted.

In view of the above facts and for the sake of convenience the investigator decided to undertake this study.

The title of the study is "AN EVALUATION OF NATIONAL SERVICE SCHEME IN SAMBALPUR UNIVERSITY".

1.8.2 Objectives of the Study:

The objectives of the study are -

1. To study

(a) the genesis of National Service Scheme.

(b) the development of National Service Scheme in Sambalpur University in terms of

(i) Opening of Units,

(ii) Enrolment of volunteers,

(iii) Appointment of Programme Officers,

(iv) Organisation of Programmes,

(v) Allocation of funds.
2. To investigate into the organisational structure of National Service Scheme.

3. To enquire into the infrastructural facilities and Administrative set-up for functioning of National Service Scheme in the colleges with reference to
   (i) Facilities available,
   (ii) Administrative support, 
   (iii) Advisory Committee,
   (iv) Background of the Programme Officers and
   (v) Background of the Student Volunteers.

4. To study the operational details of National Service Scheme in terms of
   (i) Appointment of Programme Officers,
   (ii) Enrolment and Orientation of volunteers,
   (iii) Adoption of villages and slums,
   (iv) Regular NSS Programmes and Special Camping Programmes,
   (v) Involvement of people, and
   (vi) Financial transactions.

5. To study the impact of National Service Scheme on
   (i) the students and
   (ii) the local community.
REFERENCES


