CHAPTER II

NATIONAL SERVICE SCHEME- ITS GENESIS AND DEVELOPMENT

INTRODUCTION:

Presented below are the methodological details and the findings regarding objective No.I, which has been stated in Chapter-I. For the sake of convenience, it is presented here again.

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.
2.1 METHODOLOGY:

The following methodology was followed for collecting information concerning the objective stated above.

2.1.1 Instrumentation:

As data were to be collected from official records, Government circulars, books and journals, no instrumentation was necessary. However, a few proformas were developed for collecting benchmark data.

2.1.2 Sampling:

All the records available with the Government offices and NSS unit of the Sambalpur University during the period 1979-89 were selected for the study. These records were to be referred for getting information on introduction of NSS in different colleges, appointment of Programme Officers, enrolment of volunteers, organisation of Special Camping Programmes, grants received and grants disbursed to different colleges.

2.1.3 Collection of Data:

Data on the study of this objective were collected from various commission reports, NSS Manual prepared by the Department of Human Resource Development,
The investigator followed the library study method to collect relevant information from these materials. Data regarding the development of NSS in Sambalpur University were collected from the records and circulars of Sambalpur University. The investigator had to visit different libraries, NSS Section of Sambalpur University and NSS Regional Centre, Bhubaneswar to collect materials for this purpose. He had informal discussion with different officials such as Programme Coordinator of Sambalpur University, Assistant Programme Advisor of NSS Regional Centre, Bhubaneswar and State Liaison Officer of NSS, Orissa.

2.1.4 Analysis and Interpretation:

The materials collected from various sources were carefully studied by the investigator and on the basis of the available facts the report has been prepared.

2.2 Findings and Discussion:

2.2.1 The Background:

One of the major complaints against the system of education introduced by the British Government in India was that it was not responsive to the social needs and aspirations of the Indian people. Instead of developing a sense of belongingness to the society, the educated
people were being weaned away from the common activities of the day-to-day social life. This problem was perceived by a large number of social workers, thinkers, educationists, philanthropists and it was a matter of grave concern.

During the post-independence period the educational thinkers thought over introducing some corrective measures in the field of education in order to establish a living contact between the recipients of education and the masses in the society. Educationists started thinking in the line that the students must be exposed to the social realities during their student career; so that, some sort of social consciousness and sense of responsibility towards the society could be cultivated among them. They were of the opinion that this could be done by making some kind of social service an integral part of education.

2.2.2 Conception of the Idea of National Service through Educational Institutions:

University Education Commission was set up by the Government of India under the Chairmanship of Dr. S. Radhakrishnan in the year 1948 to review the position of University Education in India. Besides other problems, the Commission considered the ways and means to develop
a living contact between the Educational Institutions and the society. The Commission recommended introduction of National Service in the academic institutions on a voluntary basis with a view to developing healthy contacts between the students and teachers on the one hand and establishing a constructive linkage between the campus and community on the other.

The recommendations of the University Education Commission was discussed in the meeting of Central Advisory Board of Education held on 3th and 9th January 1950. The Board recommended that the students should be associated in the manual labour work projects in the villages on a voluntary basis. The teachers should also associate themselves by providing leadership to the student mass.

In the draft First Five Year Plan of Government of India in 1952, implementation of social and labour service for students was emphasized.

In pursuance of the proposal, Labour and Social Service Camps, Campus Work Projects, Village Apprenticeship Schemes were started by Educational Institutions.

In the Labour and Social Service Camps the students had to render social service, work in the manual labour
work projects in the villages in order to acquaint themselves with the rural life. In the Campus work projects, students and teachers had to involve themselves in different work projects in the campus. The Indian Year Book of Education (1961) describes the development in these Schemes in the following words:

"In the Central Sector, two important schemes of Social Service have been operated for the last seven years namely Youth Camps and Campus Work Projects. Under the first scheme boys and girls from schools and colleges spend ten to thirty days in Youth Camps organised in villages where they render social service, do shramadan for four hours a day and get acquainted with conditions of rural life. About 7,000 camps involving 6.75 lakhs of campers have been held so far. Under the second scheme grants are given to schools, colleges and Universities to construct campus works like gymnasias, stadia, open air theatres or cinder tracks with the help of labour contributed by the students and staff. About 560 projects at a cost of Rs.98 lakhs have been sanctioned so far".

Ministry of Education (1965) of Government of India enumerated the development of labour and social service camps in the following words:

"Formulated in April 1954 the scheme Labour and Social Service Camps is intended to bring in the students an awareness of the problems of social and economic reconstruction which exist in the countryside and to minimise the difference in the outlook of the urban and rural communities. It was to be worked as far as possible through the colleges and
Universities to keep the leadership movement in the hands of the teachers. During the last 11 years of its operation more than 12,000 labour and social service camps of various sizes and durations have been held and over 1 million students have participated in them. The main responsibility of organising these camps was undertaken by Bharat Sevak Samaj and the NCC Directorate was the close second*.

Evaluating this scheme the Kunzru Committee (1963) suggested that the organisation and control of these camps should be vested in educational organisations and that outside agencies should have no hand in their management. The Government accepted this recommendation and the scheme was confined to educational Institutions only.

**2.2.3 Attempt for Compulsion:**

In 1958, the then Prime Minister of India Jawaharlal Nehru suggested that social service should be a pre-requisite for graduation study. According to Nehru, there should be compulsory civilian service by the University students between the age group of 19 to 22 before graduation.

In 1959 a drafted scheme on the above suggestion of Nehru was placed in the conference of the Education Ministers of different states of India. The conference
felt the urgent need of integrating social service with the educational process and to implement social service in a more effective way. The tone of the conference was:

"The conference was unanimous about the urgent need for trying out a workable scheme for national service. In view of the fact that Education, as it was imparted in schools and colleges, left something to be desired and it was necessary to supplement it with programmes which would arouse interest in the social and economic reconstruction of the country, it was viewed that if the objective of the scheme were to be realised it was essential to integrate social service with the educational process as early as possible".

In pursuance of the suggestion of the conference the National Service Committee under the Chairmanship of Dr. C D Deshmukh was set up on August 28, 1959 to work-out details of the proposed pilot project.

National Service Committee recommended that every student after passing Higher Secondary or Pre-University course and before entering the employment or the University, has to put in compulsory national service of nine to twelve months duration. National service should be a full time Programme of that period. This would not be applicable in case of individuals who would have been allowed deferment on valid academic or other ground.
The recommendation of the committee evoked mixed reactions. It had to be shelved because of its financial implications and difficulties in regards to implementation.

2.2.4 The Turning Point:

In the year 1960 Government of India sponsored a tour of foreign countries to observe the pattern of National Service prevailing in those countries. Prof. K.G. Saiyidain was deputed to tour Yugoslavia, Czechoslovakia, Germany, Norway, Sweden, U.K, U.S.A, Japan and Philippines for the above purpose. After observing the youth programmes for National Service in these countries, Prof. Saiyidain submitted his report to Government of India under the title "National Service for Youth". In his recommendation he totally discarded the idea of compulsion in National Service.

Saiyidain (1960) recommended that National Service should be introduced on a voluntary basis and should be extended as widely as possible and that it should provide a rich and varied programme of activities which will make an imaginative approach to youth.
Government of India appointed the 'Education Commission' under the Chairmanship of Prof. D. S. Kothari in the year 1964 to advise the Government on the national pattern of education and the general principle and policies for the development of education at all stages and in all aspects. The Commission submitted its report in June 1966. The report of the Commission was instrumental in having major changes in the field of education in India. The Commission was of the opinion that Indian education needed drastic reconstruction, almost a revolution.

The Commission felt that the seclusion of educational system from the masses was a potential danger for the country. In the words of the Commission:

"The present educational system, as we have mentioned earlier, is also responsible for increasing the gulf between the educated and the uneducated class, between the intelligentsia and the masses. The intelligentsia should try to become a real service-group striving to uplift the masses and should resist the temptation to become a parasitical group living for itself and perpetuating its own privileged position. 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, except during the struggle for freedom under Mahatma Gandhi when he was able to inspire large numbers of educated and even well-to-do persons to identify themselves with the interest of the masses."
and the country as a whole. But from the time the struggle for freedom came to an end with the attainment of Independence, they have again tended to move away from the people. This is a great danger and, with a view to meeting it, suitable programmes to help in the evolution of a well-knit and united nation have to be devised.

The Commission was of the view that in order to overcome this danger some form of social and national service should be introduced as an integral part of education. To quote the words of the Commission:

"For this purpose, we recommend that some form of social and national service should be made obligatory for all students and should form an integral part of education at all stages. This can become an instrument to build character, improve discipline, inculcate a faith in the dignity of manual labour and develop a sense of social responsibility."

The 'Education Commission'(1964) felt that the recommendation of Prof. Saiyidain regarding the implementation of National Service to be more realistic and practicable. The Commission said:

"Instead of adding one year to the total span of education for the purpose, a more feasible plan may be to develop, as an integral part of education, a programme which would run concurrently with academic studies in school and college. The programme should begin from the upper primary stage and continue up to the university so that the right attitude are developed from an early age and every young person is ultimately brought within its ambit."
The Education Commission (1964) further recommended that participation in community service should be made an integral part of Education at all stages to develop a sense of social responsibility among the students. The Commission recommended:

"In addition to these Institutional Programmes, it is essential to make participation in meaningful programmes of community service an integral part of all education from the primary to the undergraduate stage. Such participation can help to create positive attitude towards social service and to develop closer ties between the educated persons and the rest of the people. It can also help in building up a sense of social purpose and self-confidence and giving students a sense of participation in community life and activities".

The Commission also recommended that about ten days a year (on a total of 30 days at the Lower Secondary stage and 20 days at the Higher Secondary stage) might be fully devoted to national service programmes. Regarding the college students the Commission was of the opinion that it should be obligatory for every college student, before he is awarded his first degree, to put in at least 60 days of national service in one to three stretches.

The recommendations of the 'Education Commission' (1964) on National Service was appreciated by the
Government of India. The resolution issued by the Government of India on the report of the Commission stated:

"The School and the Community should be brought closer through suitable programmes of mutual service and support. Work experience and national service, including participation in meaningful and challenging programmes of community service and national reconstruction, should accordingly become an integral part of education. Emphasis in these programmes should be on self-help, character formation and on developing a sense of social commitment."

2.2.5 The Nomenclature of NSS:

In April 1967, the conference of State Education Ministers recommended that at the University stage the students could be permitted to join a new programme called the National Service Scheme (NSS) as an alternative to NCC which was already existing.

The conference of Vice-Chancellors in September, 1967 welcomed this recommendation and suggested that a special committee of Vice-Chancellors should be set up to examine this question in details.


A planning group on Education under the
Chairmanship of Dr. B. D. Nagchoudhury, Member(Science) was set up by the Planning Commission in March 1963 for undertaking preparatory work of formulating the Fourth Five Year Plan. The steering committee set up by the Planning group under the Chairmanship of Secretary, Union Ministry of Education suggested the introduction of National Service Scheme in the Fourth Five year Plan. To quote the words of the committee:

"The National Service and Sports programme which has now been accepted as an integral part of educational development will be implemented during 1963-69 on a pilot basis by the Universities and Colleges. During the Fourth Plan it is proposed to progressively increase the coverage of students under this programme from one lakh in 1968-69 to 6 lakhs in 1973-74".

The details of the scheme were soon worked out and the Planning Commission sanctioned an outlay of Rs.5 crores for developing the NSS during the Fourth Five Year Plan as a Pilot Project in selected Institutions and Universities.

In May, 1969 a conference of the students' representatives of the Universities and Institutions of higher learning convened by the Ministry of Education and the University Grants Commission also unanimously declared that National Service could be a powerful instrument for national integration.
In pursuance of all the above recommendations, the Union Education Minister Dr. V.K.R.V. Rao launched National Service Scheme on September 24, 1969 as a Pilot Project in 37 Universities and 3 Institutions of higher learning with a student enrolment of 40,000.

2.2.6 Objectives of NSS:

NSS was introduced with the overall objective of Education through social service. The specific objectives were laid down as providing opportunities to students:

"(i) To work with and among the people,
(ii) To engage in constructive social action and inculcate in them the sense of dignity of labour,
(iii) To enhance their knowledge of themselves and the community through a confrontation with realities of social life,
(iv) To put his scholarship to practical use in mitigating at least some of the social problems, and
(v) To gain skill in exercise of democratic leadership and to enrich self-personality".

In the year 1985, Government of India examined the validity of the objectives stated originally and decided to restate the objective as "development of the personality of students through community service". To
The objective of the programmes as originally envisaged was 'service to the community', offered while undergoing instruction in an educational institution. The question as to whether the objective originally defined is still valid or needs a change has been examined and it has been decided that the objective of the scheme should be restated as "development of the personality of students through community service".

2.2.7 The Motto of NSS:

The motto or watchword of NSS is 'NOT ME BUT YOU'. It implies that the NSS volunteer lives not for himself but for others. It indicates the selfless service which a volunteer should render to the society.

2.2.8 The NSS Symbol:

The NSS Symbol is based on the 'Rath' (Chariot) wheel of the Sun Temple of Konark in Orissa. This wheel portrays the cycle of creation, preservation and release. It indicates the movement in life across time and space. It conveys the message to the volunteer to strive forward continuously for social transformation and upliftment.

The eight bars in the wheel represent eight 'Praharas' or 24 hours which signifies that the NSS volunteer is in readiness for service of the Nation round the clock i.e. for 24 hours.
2.2.9 **NSS Badge:**

The NSS symbol is embossed on the NSS badge. The wheel is painted red with blue background. The red colour represents the red blood of the volunteers which indicates that the volunteer is lively, active and spirited. The navy blue background indicates the cosmos of which the NSS is a tiny part ready to contribute its share for the welfare of the mankind.

2.2.10 **The NSS Day:**

15th January has been observed as NSS Day each year since 1986. This day falls in the middle of the youth week beginning from 12th January, the birth day of Swami Vivekananda. The day is observed by formal celebration in the colleges and by undertaking activities suitable to the local needs and priorities. Different programmes befitting to the occasion such as holding peace rallies, motivating people against eradication of social evils, discussion on various themes of national importance, screening of films etc. are organised by the NSS Units.

2.2.11 **Enrolment in NSS:**

NSS was introduced with an enrolment of 40,000 students in the year 1969-70. By the end of Sixth
Five Year Plan i.e. by 1984-85, the enrolment position rose to 6.10 lakhs. On the threshold of Seventh Five Year Plan the scheme was reviewed by a review committee set up by the Government of India in August 1984 with a view to its evaluation and further improvement. One of the important recommendations of the committee was that the programme of NSS had great potential and therefore, should continue and expand. The committee also recommended a 10% rate of growth of coverage of students under NSS each year of Seventh Five Year Plan with coverage of 6.10 lakh students in 1984-85 as the base so as to cover one million students under the programme by 1989-90. The future plan recommendation of the committee was accepted by the Government of India. The National Policy on Education (1986) stated,

"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 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".

By the end of the Seventh Five Year Plan the enrolment under NSS could reach 9.7 lakh against the target of 10 lakhs.
Realising the potentiality of NSS, Government of India decided to make enrolment in NSS and such other activities compulsory. The National Policy on Education (1986) stated,

"In the sphere of higher education, the curriculum should provide compulsory participation of students, at least at the first degree level, in sports and games, physical education activities, NCC, NSS, scouting and guiding, adventure or other suitable activities".

2.2.12 Single Theme Approach:

At the beginning, only regular programmes were organised under NSS. The refugee influx from the erstwhile East Pakistan during 1971 provided the first opportunity for NSS to show its potentiality to perform impressive work. The volunteers worked in transit camps of the refugees in registration, vaccination, distribution of rations, clothes and medicines and running the kitchen.

In the year 1973 country wide special camping programmes of NSS were organised with a single theme "Youth Against Famine". In the year 1974-75 special camping programmes were organised under the theme "Youth Against Dirt and Disease". "Youth For Afforestation and Tree plantation" was the theme for the
year 1975-76. In the subsequent years Government decided to shift NSS to developmental and constructive work. From the year 1976-77 onwards, Special Camping Programmes are being organised with the theme, 'Youth for Rural Reconstruction'.

2.3 Development of NSS in Sambalpur University:

Sambalpur University had the opportunity to be selected as one of the 37 Universities in which NSS was introduced for the first time in India. The scheme was introduced in 1969-70 in only 2 colleges with an enrolment of 400 student volunteers. The introduction of NSS created a new wave of enthusiasm among the students as it brought an opportunity for them to work in the village for the improvement of the people. It was felt that the scheme generated a faith among the people that the student mass have come forward to play a role in the improvement of their social condition. The scheme gave the leadership in the hands of the teachers to take the educated youths to the village to work for the national development.

2.3.1 Expansion of NSS:

In the year 1969-70 NSS was introduced in only two colleges of Sambalpur University with 400 student volunteers on role. During the next five years i.e.
by 1973-74, NSS expanded to 26 colleges with an enrolment of 2500 students. The subsequent five years saw the number of colleges having NSS increased to 32 with an enrolment of 4400 volunteers. It is observed that within a decade of introduction of NSS the number of colleges operating NSS increased by 1500% with 1000% increase in the strength of student volunteers.

After 1978-79 there was a steady improvement in the involvement of colleges and enrolment of student volunteers except 1984-85 and 1986-87. The gradual development of NSS during the last 10 years i.e. from 1979-80 to 1988-89 have been presented in table No.1.

Table 1: Development of NSS in Sambalpur University during 1979-80 to 1988-89

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Colleges</th>
<th>No. of Programs</th>
<th>No. of students enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1979-80</td>
<td>33</td>
<td>84</td>
<td>3400 M:1000 F:4400</td>
</tr>
<tr>
<td>1980-81</td>
<td>44</td>
<td>104</td>
<td>3500 M:1500 F:5000</td>
</tr>
<tr>
<td>1981-82</td>
<td>49</td>
<td>124</td>
<td>4640 M:1560 F:6200</td>
</tr>
<tr>
<td>1982-83</td>
<td>58</td>
<td>130</td>
<td>5150 M:1350 F:6500</td>
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<tr>
<td>1983-84</td>
<td>65</td>
<td>132</td>
<td>5150 M:1450 F:6600</td>
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<tr>
<td>1984-85</td>
<td>77</td>
<td>132</td>
<td>5200 M:1400 F:6600</td>
</tr>
<tr>
<td>1985-86</td>
<td>81</td>
<td>144</td>
<td>5050 M:2150 F:7200</td>
</tr>
<tr>
<td>1986-87</td>
<td>86</td>
<td>144</td>
<td>5550 M:1650 F:7200</td>
</tr>
<tr>
<td>1987-88</td>
<td>89</td>
<td>162</td>
<td>5800 M:2300 F:8100</td>
</tr>
<tr>
<td>1988-89</td>
<td>98</td>
<td>180</td>
<td>5800 M:3200 F:9000</td>
</tr>
</tbody>
</table>
BAR CHART No.-I
GROWTH IN NUMBER OF COLLEGES HAVING NSS IN SAMBALPUR UNIVERSITY
DURING THE PERIOD FROM 1979-80 TO 1988-89

REF. TABLE No.-I
GROWTH OF ENROLMENT OF STUDENT VOLUNTEERS IN NSS IN SAMBALPUR UNIVERSITY DURING THE PERIOD FROM 1979-80 TO 1988-89

BAR CHART No. 2

REF. TABLE No. 1
BAR CHART No.-3

ENROLMENT OF MALE AND FEMALE STUDENTS IN NSS IN SAMBALPUR UNIVERSITY DURING THE PERIOD FROM 1979-80 TO 1988-89

REF. TABLE No.-1

MALE —

FEMALE —

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>No. OF STUDENTS</td>
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<td>6000</td>
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</tr>
</tbody>
</table>
The table shows that there has been a steady growth in the number of colleges in which NSS was introduced during the period from 1979-80 to 1988-89. In 1979-80 there were 33 colleges having NSS. During the next five years the number of colleges increased to 65 (increase by 96.96%). By 1983-89 98 colleges were operating NSS. Taking 1979-80 as the base, the number of colleges having NSS increased by 196.96% within ten years.

Enrolment of students and appointment of Programme Officers depend upon allotment of volunteer strength to the University by the State. Number of Programme Officers increases in proportion to the increase in enrolment of volunteers. In the year 1979-80 there were 4400 student volunteers in NSS. Within next five years there was an increase of 50% in the strength of volunteers. In 1983-84 the strength of volunteers was 6600. There was no increase in the strength of volunteers during the next year. During the period from 1984-85 to 1988-89 there was a growth of 36%. In 1988-89 the strength of student volunteers was 9000. In 1981-82 there was a sudden increase of
male student volunteers but there was no correspond­
ing increase in the strength of female volunteers. In
the year 1935-86 special female units were opened in
different colleges as a result of which a sudden
growth in the strength of female volunteers was seen. The strength of female volunteers was 1400
in 1934-85 but in 1935-86 the strength increased
to 2150. A fall in the strength of male volunteers
during that year was observed.

The number of Programme Officers has increased
in proportion to the increase of student volunteers
in the ratio of 1:50. There is increase of one
Programme Officer for 50 student volunteers. A
bit deviation in this trend in the year 1979-80 and
1980-81 was observed.

2.3.2 Organisation of Special Camping Programmes:

The investigator made an attempt to enquire
about organisation of Special Camps in Sambalpur
University involving student volunteers, non-student
volunteers and teachers. The details of the camps for
last ten years i.e. from 1979-80 to 1988-89 has been
presented in Table No. 2.
<table>
<thead>
<tr>
<th>Year No. of camps organised</th>
<th>No. of campers (Students)</th>
<th>No. of campers (Non-students)</th>
<th>No. of campers (Programme Officers)</th>
<th>Total No. of campers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>T</td>
<td>M</td>
</tr>
<tr>
<td>79-80</td>
<td>55</td>
<td>1913</td>
<td>187</td>
<td>2100</td>
</tr>
<tr>
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B4
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98-9861
b8-£8 61
£8 -Z 8 61
Z8-9861
18-0861
08-6Z6I
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BAR CHART No.-4

ORGANISATION OF SPECIAL CAMPING PROGRAMMES IN
SAMBALPUR UNIVERSITY DURING THE PERIOD FROM
1979-80 TO 1988-89

REF. TABLE No-2

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>No. of Camping Programmes</td>
<td>50</td>
<td>30</td>
<td>60</td>
<td>50</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>110</td>
<td>110</td>
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</tbody>
</table>
PARTICIPATION OF CAMPERS IN THE SPECIAL CAMPING PROGRAMMES IN SAMBALPUR UNIVERSITY DURING THE PERIOD FROM 1979-80 TO 1988-89

REF. TABLE No. 2

BAR CHART No. 5

TOTAL ------- MALE ------- FEMALE

4500

4000

3500

3000

2500

2000

1500

1000

500

0

YEARS

1979-80

1980-81

1981-82

1982-83

1983-84

1984-85

1985-86

1986-87

1987-88

1988-89

No. of Campers
<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1984-85</td>
<td>3500</td>
</tr>
<tr>
<td>1985-86</td>
<td>3000</td>
</tr>
<tr>
<td>1986-87</td>
<td>3500</td>
</tr>
<tr>
<td>1987-88</td>
<td>4000</td>
</tr>
<tr>
<td>1988-89</td>
<td>6988</td>
</tr>
<tr>
<td>1989-90</td>
<td>6988</td>
</tr>
<tr>
<td>1990-91</td>
<td>6988</td>
</tr>
<tr>
<td>1991-92</td>
<td>6988</td>
</tr>
<tr>
<td>1992-93</td>
<td>6988</td>
</tr>
</tbody>
</table>

**Participation of Students in the Special Camping Programmes in Sambalpur University during the period from 1979-80 to 1988-89**

Ref. Table No. 2
PARTICIPATION OF MALE AND FEMALE STUDENTS IN THE SPECIAL CAMPING PROGRAMMES IN SAMBALPUR UNIVERSITY DURING THE PERIOD FROM 1979-80 TO 1988-89

REF. TABLE No. 2
BAR CHART No. - 9

PARTICIPATION OF PROGRAMME OFFICERS IN THE SPECIAL CAMPING PROGRAMMES IN SAMBALPUR UNIVERSITY DURING THE PERIOD FROM 1979-80 TO 1988-89

TOTAL ------ MALE  FEMALE

YEARS


0 20 40 60 80 100 120 140 160 180 200

NO. OF PROGRAMME OFFICERS
From the table it is observed that from 1983-84 to 1987-88 there is a steady rise in the number of camps whereas in 1988-89 a sudden fall is noticed. It is again found that the number of camps has almost doubled within ten years but considering the rise in the number of camps there is no corresponding growth in the number of students participating in the camps.

There is fluctuation in the number of students, non-students and Programme Officers attending the camps. Regarding participation of student volunteers and non-student volunteers it is observed that from 1979-80 to 1983-84 there is no consistency in the rising trend. From 1983-84 onwards up to 1988-89 there is constant rise in the number of students and non-students. In 1979-80 the total participation of students was 2100. In the year 1988-89 the number increased to 3674 which was a growth by 74.95%. In case of non-students the increase was by 86.66% within ten years. One of the striking features in the trend of participation of the male and female students is that female volunteers have lagged far behind the male volunteers in camp participation.

Regarding the participation of Programme Officers it is found that there is constant fluctuation in the number of Programme Officers who participated in the
camps. In 1979-80, 80 Programme Officers had participated in the Camping Programmes. In 1985-86 the number touched the highest point during the period under study. In 1985-86 the number of Programme Officers, who participated in the camp was 102, an increase of 127.5% from the base year i.e. 1979-80. It is observed that after 1985-86 the number started decreasing and by 1983-89 it came down by 14.83%.

When the number of the total campers is taken into consideration it is observed that between 1979-80 and 1983-84, there is sharp rise in 1981-82 and sudden fall in the number of campers in 1983-84. Onwards up to 1983-89 again there has been a constant increase in number of campers. In 1979-80 the number of Campers was 1360. Within ten years it increased to 4165, an increase by 76.48% from the base year i.e. 1979-80.

2.3.3 Financial Status of NSS:

Attempt had been made to trace the position in respect of receipt of grants and expenditure incurred in Regular NSS Programmes and Special Camping Programmes in Sambalpur University for the period from 1979-80 to 1988-89. Presented below are the details of the findings.

2.3.4 Financial position in connection with Regular NSS Programme:

Study had been made to find out the detailed financial transaction for organising Regular NSS Programmes in Sambalpur University during the period from 1979-80 to 1988-89. Detail information regarding grants received, expenditure incurred towards the establishment cost at the University level and financing the NSS Units of the Colleges to organise programmes have been collected. The details of the information are presented below in Table-3.
Table No.3: Financial Position of NSS in Sambalpur University (Regular NSS Programmes) from 1979-80 to 1988-89.

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount of grant brought forward from last financial year</th>
<th>Grants received during the year</th>
<th>Total Fund</th>
<th>University level</th>
<th>Grants to the colleges</th>
<th>Total</th>
<th>Unspent balance carried over to next financial year</th>
</tr>
</thead>
<tbody>
<tr>
<td>79-80</td>
<td>12,000.00</td>
<td>2,52,000.00</td>
<td>2,64,000.00</td>
<td>52,252.50</td>
<td>1,94,872.00</td>
<td>2,47,124.50</td>
<td>16,875.50</td>
</tr>
<tr>
<td>80-81</td>
<td>16,875.50</td>
<td>2,20,000.00</td>
<td>2,36,875.50</td>
<td>50,542.00</td>
<td>1,78,550.00</td>
<td>2,29,092.00</td>
<td>7,783.50</td>
</tr>
<tr>
<td>81-82</td>
<td>7,783.50</td>
<td>3,62,768.00</td>
<td>3,70,551.50</td>
<td>62,000.00</td>
<td>3,08,551.00</td>
<td>3,70,551.00</td>
<td>Nil</td>
</tr>
<tr>
<td>82-83</td>
<td>Nil</td>
<td>1,98,000.00</td>
<td>1,98,000.00</td>
<td>57,715.00</td>
<td>1,40,285.00</td>
<td>1,98,000.00</td>
<td>Nil</td>
</tr>
<tr>
<td>83-84</td>
<td>Nil</td>
<td>2,24,833.00</td>
<td>2,24,833.00</td>
<td>36,402.00</td>
<td>1,83,608.00</td>
<td>2,20,010.00</td>
<td>4,823.00</td>
</tr>
<tr>
<td>84-85</td>
<td>4,823.00</td>
<td>4,73,600.00</td>
<td>4,78,423.00</td>
<td>56,255.00</td>
<td>3,52,425.00</td>
<td>4,03,630.00</td>
<td>69,743.00</td>
</tr>
<tr>
<td>85-86</td>
<td>69,743.00</td>
<td>4,84,657.00</td>
<td>5,54,400.00</td>
<td>77,715.00</td>
<td>2,43,166.00</td>
<td>3,20,831.00</td>
<td>2,33,519.00</td>
</tr>
<tr>
<td>86-87</td>
<td>2,33,519.00</td>
<td>3,20,880.00</td>
<td>5,54,399.00</td>
<td>86,400.00</td>
<td>4,35,500.00</td>
<td>5,21,900.00</td>
<td>32,499.00</td>
</tr>
<tr>
<td>87-88</td>
<td>32,499.00</td>
<td>5,91,200.00</td>
<td>6,23,699.00</td>
<td>97,200.00</td>
<td>3,21,750.00</td>
<td>4,18,950.00</td>
<td>2,04,749.00</td>
</tr>
<tr>
<td>88-89</td>
<td>2,04,749.00</td>
<td>4,88,250.00</td>
<td>6,92,999.00</td>
<td>1,36,660.00</td>
<td>2,81,055.00</td>
<td>4,17,715.00</td>
<td>2,75,284.00</td>
</tr>
</tbody>
</table>
The Table shows that there is constant irregularity in receipt of grants from the Government and disbursing the same to the colleges by the University. Excepting 1981-82 and 1982-83, funds remained unspent at the end of every financial year. The Table shows that in the year 1979-80 Rs.1,94,372.00 as grants were placed with the Colleges. During the next five years a decreasing trend was observed except the year 1981-82 in which the grant to the tune of Rs.3,08,551.00 was given to the colleges which was an increase by 72.90% in comparison to the grant of previous year. Again there was a slump (decrease of 54.53%) in the amount of grant to the Colleges in the next year i.e. 1982-83. During the period from 1984-85 to 1988-89, there was irregularity in placing grants to the colleges. In 1984-85, Rs.3,52,425.00 was given to the colleges as grants whereas in 1988-89 the amount decreased by 20.25%. Earlier in Table No.1, it has been observed that there is constant increase in enrolment and on the other hand Table No.3 shows that there is no corresponding rise in the expenditure in the colleges.
in organising Regular NSS Programmes. One of the reasons is that sometimes the second instalment of grant for a particular year is received by the University at the end of the year. It is encashed, posted in the account and disbursed to the colleges by the NSS Section of the University during the next financial year. For example in 1982-83 and 1983-84 the second instalment of the grant has been received and disbursed by the NSS Section in the next financial year. Another reason may be that colleges may not be organising Regular NSS Programmes adequately. Receipt of grants from the State depends upon the expenditure incurred by the Colleges in organising the programmes and unspent balance of the previous year.

2.3.5 Financial Position in Connection with the Special Camping Programme:

Grants for the Special Camping Programmes are given to the colleges by the state @ Rs.15 per volunteer for 50% of total enrolment. The grants are given to the colleges in two instalments deducting the unspent balance of the previous year. Attempt has been made to find out the position regarding the grants received and disbursed to the colleges by Sambalpur University during the last ten years i.e. from 1979-80 to 1988-89. The details of the findings have been presented in Table No.4.
<table>
<thead>
<tr>
<th>Year</th>
<th>Expenditure</th>
<th>Income</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Amount of Grants brought forward from last financial year</td>
<td>Total</td>
</tr>
<tr>
<td>79-80</td>
<td>Nil</td>
<td>1,32,000.00</td>
</tr>
<tr>
<td>80-81</td>
<td>(-)2,056.00</td>
<td>1,52,000.00</td>
</tr>
<tr>
<td>81-82</td>
<td>760.00</td>
<td>2,35,248.00</td>
</tr>
<tr>
<td>82-83</td>
<td>(-)8,642.00</td>
<td>2,64,142.00</td>
</tr>
<tr>
<td>83-84</td>
<td>71,700.00</td>
<td>1,75,000.00</td>
</tr>
<tr>
<td>84-85</td>
<td>94,800.00</td>
<td>2,78,300.00</td>
</tr>
<tr>
<td>85-86</td>
<td>1,67,100.00</td>
<td>1,82,900.00</td>
</tr>
<tr>
<td>86-87</td>
<td>29,300.00</td>
<td>5,10,700.00</td>
</tr>
<tr>
<td>87-88</td>
<td>50,250.00</td>
<td>5,57,250.00</td>
</tr>
<tr>
<td>88-89</td>
<td>16,950.00</td>
<td>5,23,050.00</td>
</tr>
</tbody>
</table>
The table shows that grants disbursed to the colleges has shown a trend of fluctuation except in three previous years i.e. 1986-87, 1987-88 and 1988-89 in which there was constant increase in disbursement of grants.

The grants disbursed to the colleges reveal another trend that the colleges have not been able to achieve the target of involving 50% of the total enrolment in some years. Had it been so, more grants would have been placed with the colleges.

The table shows that heavy amount of money had remained as unspent balance. One of the reasons might be that the University had not been able to exhaust the grants because colleges were not able to hold adequate number of camps involving required number of volunteers. Another reason may be that sometimes due to late receipt of second instalment of grants from the state, the amount might have been shown in the NSS account of the University in the next financial year. This might have resulted in a large unspent balance lying at the end of the year.
The table shows that in 1979-80, 1981-32 and 1988-89 there was deficit in the funds for Special Camping Programmes. In such cases deficit is met from Regular funds and is reimbursed from the next year's grant for Special Camping Programme.

In 1979-80 the amount of grants disbursed to the colleges was Rs.1,32,000.00 within next five years i.e. by 1983-84 there was an increase of 15.07%.

It is observed from the table that during the next five years i.e. from 1984-85 to 1988-89, there was constant increase in disbursement of grants. In 1984-85 the grants disbursed to different colleges for Special Camping Programmes were Rs.2,06,000.00 but within 5 years i.e. by 1988-89, there was an increase of 203.27%. In 1983-89 grants disbursed to the colleges were Rs.6,24,750.00

2.3.6 Deputation of Programme Officers for Orientation/Refresher Programmes:

Attempt had been made to collect information on the number of Programme Officers deputed for Orientation Programmes in different years during the period from 1979-80 to 1988-89. Presented below are details of the findings in Table No.5.
Table No. 5

Year-wise Deputation of Programme Officers for Orientation/Refresher course.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total No. of Programme Officers</th>
<th>Programme Officers deputed for Orientation/Refresher Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1979-80</td>
<td>84</td>
<td>12</td>
</tr>
<tr>
<td>1980-81</td>
<td>104</td>
<td>24</td>
</tr>
<tr>
<td>1981-82</td>
<td>124</td>
<td>21</td>
</tr>
<tr>
<td>1982-83</td>
<td>130</td>
<td>20</td>
</tr>
<tr>
<td>1983-84</td>
<td>132</td>
<td>5</td>
</tr>
<tr>
<td>1984-85</td>
<td>132</td>
<td>7</td>
</tr>
<tr>
<td>1985-86</td>
<td>144</td>
<td>11</td>
</tr>
<tr>
<td>1986-87</td>
<td>144</td>
<td>9</td>
</tr>
<tr>
<td>1987-88</td>
<td>162</td>
<td>18</td>
</tr>
<tr>
<td>1988-89</td>
<td>180</td>
<td>11</td>
</tr>
</tbody>
</table>

The table shows that the number of Programme Officers deputed for Orientation/Refresher course has remained very low in comparison to the existing number of Programme Officers.

It is found that there is an increase in the number of Programme Officers every year. But the
number of Programme Officers deputed for orientation has not been able to keep pace with the increasing number of Programme Officers.

In the year 1979-80, 12 Programme Officers were deputed for Orientation Programmes. But in 1983-84 this number has slumped to 5.

It is observed from the table that the total number of Programme Officers deputed for training during the next five years has been less than the number of Programme Officers deputed for training during the period from 1979-30 to 1983-34.

The reasons for poor deputation of Programme Officers for Orientation Programmes may be that Training and Orientation Centre may not be organising adequate number of training programmes.

Such a huge number of untrained personnel may tell upon the effective implementation of the Programme. Therefore, due care must be taken to train adequate number of Programme Officers.
REFERENCES


