My last letter to you was written on the eve of my going to Manali in Kulu Valley. An eminent foreign economist was comparing the measure of work done in India to the equality and measure in Europe or America. He pointed out that we compared very unfavourably. First of all, we have too many holidays, secondly our hours of work are not adequate and thirdly we do not work intensively, and so as a result we produce much less than is done in many Western countries. This applies, he said, not merely to plants and factories, but all along the line, including agriculture, our offices, our teachers, our students and our politicians. I suppose his criticism is true, apart from individuals who have to work very hard, it is ultimately on the amount of work that the nation does, that our production will depend, and it is on that production that our progress will depend.

I have been thinking that it would be very good for our people to have a period of compulsory service for all young men and young women between certain age limits, say 19 to 22. In most countries of the Western world there is conscription for military service. This is not considered to be an infringement of
their liberties of freedom. We do not want any such thing for military purpose, but some kind of compulsory period of training and service for every person appears to me to be very necessary. That period should be one year and or, say, six months in the year, everyone should live in camps under some kind of military discipline. This will give them discipline, physical health and capacity for manual work and to work together for productive schemes. The next six months might well be spent in productive social work. The type of work will depend on the capacity and training of the individual. Another advantage of this will be to bring together every one on the same level, whether he is rich or poor, and make him do exactly the same type of work, part of which will be manual.

The only objection that I can think of to such a the scheme would be the difficulty of finding money for it. If the whole of India is brought into the purview of the scheme, this will be a very costly business. We need not start it in a very big way, although everyone between certain ages could be made liable by law, and we can call them up in batches as convenient and feasible........

Another idea which has often been mentioned and with which I entirely agree, is that every graduate, before he gets his degree, should put in a certain period of work in an allotted sphere. The kind of work will depend on his training and capacity. He may have to work in a village or in a tribal area. This would, of course, apply to medical graduates also as well as engineers and the like.

Yours sincerely

Sd/-

Jawaharlal Nehru
LETTER - 2

New Delhi
January 1, 1960

My dear Chief Minister,

I am writing this letter to you near the midnight hour when the old year is passing away and the New Year, with all its hopes and promises as well as its apprehensions and dangers, is coming in.

....There remains the great question of how to utilize our unused or partly used manpower. Whatever in the way of resources we may lack, we have an abundance of this particular type of resource, that is, manpower. Ultimately, with the growth of agriculture and industry, this manpower will be absorbed. But it is patent that this cannot happen for a considerable time. It becomes of great importance, therefore, to devise methods of utilizing this manpower. The Chinese increased their production greatly because they could take advantage of their huge manpower and they put production greatly because they could take advantage of their huge manpower they put practically everyone to work hard. There was no choice about it and the methods were coercive. We cannot and do not wish to function in that way, but that does not mean that we should wait supinely and do nothing effective.

There are many ways of utilizing this manpower and some have been tried already with success. Apart from this wider question, another question is now before us for consideration. That is a measure of compulsory training in social work for our students. It has been suggested that students who complete their school course should undertake a year's training in social work, including actual
physical labour, before they go to the University. There may be some variations of this proposal, but the basic approach has to be on those lines. If such a training is given, much of the present so-called student indiscipline will disappear.

I should like you to give urgent thought to what I have suggested above. We shall have to consider many of these matters at the Congress session at Bangalore which will be held within two weeks from now.

I send you all good wishes for this New Year that is upon us. When this year also comes to its appointed end, may we be able to look back upon our labours and achievements with satisfaction and some pride in the new India which it is our high privilege to serve.

Yours sincerely

Sd/-
Jawaharlal Nehru

2. QUATIONNAIRE

The following were the module of the questionnaire sent to the NSS programme officers of the North-East India for the research work on the topic of NATIONAL SERVICE SCHEME IN NORTH EAST INDIA AND ITS IMPACT ON STUDENT COMMUNITY AND SOCIETY.

1. In which year has your institution introduced NSS?
2. When have you joined as NSS Programme Officer?
3. Have you completed any Orientation and Refresher Course in NSS?
4. Have you received regular grants for NSS activities?
5. Did you have to stop any NSS Programme for want of grants?
6. As a Programme officer have you faced any problem in performing NSS Programme?
7. Have you received complete co-operation from the college administration and colleagues for NSS programmes?
8. Is your Principal very much interested in NSS?
9. Was he a NSS Programme Officer before assuming the post of principal?
10. Apart from the Regular and Special NSS Programmes have you organized socially accepted or recognized programmes in your locality?
11. Did the University NSS programme Co-ordinator/ State Government (NSS) Authority/ NSS Regional Youth Officer or APA visit your institution?
12. Have you visited NSS Programme Coordinator/ State NSS Cell / Regional NSS office during your tenure as programme officer?
13. Are you happy with the dealings of the university NSS programme coordinator/State NSS authorities/ and Regional office?
14. Did your college hold any NIC camp or did your unit join any NIC camp?
15. Have your unit or yourself received any NSS National award? If so, please contribute a little.
16. Do you know any leader, social, political or in the field of education with NSS background?
17. Have you received any special appreciation from the public for doing NSS social work in your local area?
18. Have you undergone UTA Training?
19. Did you organize AIDS Awareness Camps in your institution, local area?
20. Did your college declared total AIDS Aware College?
21. Did you organize any programme on World Aids Day?
22. What type of AIDS Awareness Camps are you organizing?
23. Apart from AIDS have you organized any awareness programmes on Drugs?
24. Did your NSS unit organize Pulse Polio Immunization, epidemic disease health care, Nutrition, Safe drinking water or disposal of waste, etc?
25. Have you organized any special programme on Nutrition for mother and child?
26. What is the outlook of women towards NSS?
27. Have your Unit rendered any special programme or natural calamities in your area?
28. Have your Unit rendered any special programme or natural calamities in your area?
29. Have your NSS Unit undertaken any scheme on Adult Education? Total literacy Campaign?
30. Do you think youth unrest/ Terrorism/ violence/ unemployment/ school drop any only can be prevented a little in our North-Eastern region through NSS programme?
31. Do you think through NSS programme the relation on of your educational institution with local people can be develop?
32. To make NSS much more effective any attracting to the mass students, seats in college and University admission and also preference in employment should be given to those who have NSS background do you think so?
33. Do you advocate making NSS a compulsory subject in educational curriculum?
34. If anything is not incorporated in this questionnaire, would you be pleased to incorporate it here?
35. Would you give some useful suggestions for the future improvements of NSS in your NE region?
36. Do you contribute a little about the beginning of NSS, its progress in your state till the date?
37. Do you thing national integration can be promoted through NSS programme?
3. HIV/AIDS ON THE SPOT INTERVIEW QUESTION

1. What is AIDS?
2. AIDS is caused by ..... virus (fill up the blank with the appropriate word)
3. Can you identify the symptom of an AIDS patient? Identify the symptoms
   a) ....................................
   b) ....................................
   c) ....................................
   d) ....................................
4. For better understanding of STD (sexually transmitted disease) sex education should be introduced in our educational institutions. Do you think so?
5. It is a general belief that HIV/AIDS is generally spread through the truck drivers, migrated labourers and the military personnel. Do you agree?
6. Mosquito bites, sharing foods from the same dish, wearing same clothes, kissing, embracing, cloth sharing, major means of HIV/AIDS spread. Do you think so?
7. HIV/AIDS can be prevented if we take the following measures. Fill the blanks with the appropriate measures
   a) ........................................
   b) ........................................
   c) ........................................
   d) ........................................
8. How HIV/AIDS is caused? (mention the main routes)
   a) ........................................
   b) ........................................
   c) ........................................
   d) ........................................
9. HIV/AIDS patients should be behaved very badly and they should be boycotted socially and in case of marriage and in employment Govt. should impose a total ban in their candidature. Do you agree?
10. How would you like to behave an AIDS patient?

11. The Government of India has introduced a very popular scheme for AIDS education for student youths. Do you know the scheme?

4. MR. RAGHU SINGH SR. GRADE LECTURER AND EX-LIAISON OFFICER NSS CELL GOVERNMENT OF MANIPUR, IMPHAL, THE FIRST BATCH NSS INDIRA GANDHI NATIONAL AWARDEE FROM KHA MANIPUR COLLEGE, KAKCHING, MANIPUR. THE FULL TEXT OF HIS WRITTEN INTERVIEW IS AS FOLLOWS:

My Question No-1. : How you fill by winning the Indira Gandhi NSS Award ? Are you getting benefit of it or did it help to build your career?

Raghu Singh’s Answer: I was very happy when I received the Indira Gandhi NSS Award in the year 1994 introduced for the first time in connection with the Silver Jubilee year the National Service Scheme (NSS).

The award carries a medal, a Scroll and a sum of Rs. 5,000/- for myself and a best unit trophy and a sum of Rs.25,000/- (Rupees twenty five thousand only for the NSS unit of our college (Kha Manipur college, Kakching). I was given to and fro 1st Class train fare for the award giving ceremony in the Senate Hall of Kerala University, Kerala. Then I was appointed State Liaison Officer, NSS Cell, New Secriet, Manipur for a period of four years(1997-98 to 2000-01) on deputation recognizing my services rendered in the field of NSS. That is all what I got benefit from winning the award.

Regarding my service career, I would be entitled to the next higher scale, had the UGC recommendations been accepted by the center, the extracts of which read as follows-“A teacher without research degree engaged in NSS work and eligibility
criteria of NSS awards should be considered for placement in next higher scale of pay i.e. senior/Selection Scales as the case may be—under the sub-head: Recognizing NSS work by teachers as Extension and considering the quantified participation at par with the research.

However UGC recommendations remain “still under consideration” till date.

M.Q. 2. People say that NSS is less important or less known in comparison to NSS. What is your opinion?

R S’s A: Both N.C.C and N.S.S are voluntary services introduced at the national level. N.C.C. was introduced earlier than N.S.S which was introduced to choose an alternative to N.C.C.

As per special emphasis in National Policy on Education 1986 (Revised 1992), students may participate in either of the scheme-N.S.S or N.C.C. Both have special incentives for students with outstanding records at the time of their admission to college and University. Both have incentives/ Awards at national level. Both aim at personality development of the student community. However N.S.S. is a more-sustainable action oriented scheme. It brings academic institutions closer to the community development programmes engaging the spirit of voluntary work of students and teachers through community interactions. It stands still as India’s largest student youth movement in linking with the community. It has been introduced 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 the Community on the other hand. It is expanding gradually over the years. A 10% rate of growth of coverage of students under N.S.S in each year has been accepted by the central Government. The scheme has also been expanded to +2 stage in the country. Facility for
opening Open N.S.S units involving ex-NSS volunteers and persons having an aptitude for social work has also been given.

As per recommendations, the programme of action 1992 on National Policy on Education provides that special incentives to the following may be included-

1. Reorganization of the outstanding contribution of teachers to NSS as extension work under the 3rd dimension of the University system as equivalent to research work.

2. Special incentives for teachers for outstanding contributions under N.S.S.

3. Special incentives for students with outstanding records under N.S.S, N.C.C etc. at the time of their admission to college and university.

The Indira Gandhi N.S.S. Award was introduced since 1994 for both programme officers, students and Units. So in my opinion, N.S.S is not less important or less not known in comparison to N.C.C. In Manipur N.C.C is gradually waning in the wake of N.S.S.

M Q 3 : Do you think that N.S.S is in the right track ? Did it reach its goal ?
R S's A : I think that N.S.S is in the right track and is still successfully on its way to the goal. It is the symbao of contribution of the student community. To the progress and upliftment of the communities as well as the nation. It gives the path to the national integration. The student community should have a change of attitudes towards social issues for a better and healthy society.

M Q 4 : Can the misguided youths be brought back to the mainstream through the N.S.S programme ?
R S's A : It may be or may not be, in fact they should come and join us.
M Q 5: How N.S.S helps you in your career building or day to day activities?

R S's A: I do participate in the social works, attend functions/seminars/discussions related to social issues organized by the N.S.S units and local NGOs and also extend helps and co-operations. I am still with student volunteers in the Campus as well as a people in the communities. I have and enjoy N.S.S activities/programmes conducted from time to time.

M Q 6: What are the main obstacles in N.S.S-personal opinion?

R S's A: The main obstacles are:
(a) Irregularities in the release of N.S.S funds
(b) Sometimes N.S.S special Camping programmes could not be held in the adopted areas because of non-availability of buildings.
(c) Some programme officers sometimes fail to submit N.s.S reports and utilization certificates on time. Late submission of reports from the N.S.S units delay release of N.S.S grants.
(d) Lack of co-relation between the principal and the programme officer(s) (rare occasion). Some institutions misuse the n.S.S funds by diverting to some other purposes.
(e) Some programme officers submit fake reports (without doing any programme) to meet the demand of the authorities.

Impact of N.S.S on Student Community and Society:

N.S.S was introduced in the academic institutions with a view to developing healthy contacts between students and teachers on the one hand and establishing a constructive linkage between the Campus and the Community on the other hand.
The main objective of N.S.S in the development of students' personality through community service. As per scheme includes (I) Training (II) Social service (III) Manual work and (IV) General Education, the student community would be impressed with the knowledge they gain during the participation in the above activities and in future they would be involved in such activities for the society in their later life.

As the N.S.S volunteer who is required to work for a period of 240 hrs within 2 (two) years gets opportunity for involvement in social activities in close contact with the people in the community in many aspects. He/she gains knowledge of U.T.A/AIDS awareness programmes, blood donation and health sanitation programmes, environmental problems and global issues, population education and small family norms, community development programmes, social problems-gender justice, women's development, social evils-dowry system, anti-social elements, trafficking of drugs and illicit liquors, injustice to weaker section of the society, relief work during natural calamities-flood, famine, earthquake, cyclone, concept of nationalism, democratic living, secularism, social harmony, national integration, scientific knowledge, myths and superstitions etc.

Why interacting with people in the community student community witnesses a real picture of the community in which they work-the illiterates, the ignorant, the exploited, barrier of religions and language, difference between urban and rural, cartelism, economic disparity etc.-they learn many things which they could not have learnt from the theory classes of the confined room. This is the experience which N.S.S is trying to impart. This exposure to such realities will give an impression upon the student community which will last long. Thus N.S.S creates occasions for development of personality of students in several ways. They also acquire the knowledge of work culture and work experience, sharing responsibilities, skills in mobilising community participation, leadership qualities, democratic attitude, sense of social and civil responsibility, social harmony and national integration etc.
Education is an instrument for a higher standard of living in the society brought by making a step by step change i.e. change of attitude. The overall objective of N.S.S is dependant on education and service to the community is the activity for the change to take place. Change is the very law of nature too. Change may be positive or negative. Eradication of dowry system may be a negative attitude to a certain section of society but what education says is that it is a positive attitude. So it is taught to the student community that dowry system should be rooted out and they also agree with this idea.

They younger section of the society are thus motivated through N.S.S. This is the impact of N.S.S on society. Society will experience a change-a better and healthy society-youth for healthy society.

So learning experiences develop in the student community positive attitudes which will be great help to them and to the society.