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BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

**SYLLABUS**

**Class – II Year**

**Subject: - National Service Scheme**

<b>Unit</b>	<b>Contents</b>
UNIT – I	Youth Development Program in India and Role of Youth Leaders National Youth Policy Youth Development Program at National Level, State Level, Volunteer Level Youth centric and youth led organizations Role and Importance of youth leadership, Leadership capability and its development,
UNIT – II	Meaning type of leader, Qualities, Traits, Role, Importance of a Good Leader Social, psychological factors affecting the youth Life Skills-Self-awareness, Empathy, Effective Communication, Decision Making Role of Music and Art in Youth Development
UNIT – III	Basic Features of the Indian Constitution consumer protection act right to Information Child Protection Act, Problems of Aging: Problems Protection of Interests
UNIT – IV	Side effects of modern lifestyle and their countermeasures Diet, exercise, sleep in Indian lifestyle Collection, Utilization and Camp Management of Raseo Camps Biography of Swami Vivekananda (Ideal character of Rasayo)



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## Unit - 1

### Youth Development & Youth Leadership About Youth Development & Youth Leadership

**Youth development** is a process that prepares a young person to meet the challenges of adolescence and adulthood and achieve his or her full potential. Youth development is promoted through activities and experiences that help youth develop social, ethical, emotional, physical, and cognitive competencies. **Youth leadership** is part of the youth development process and supports the young person in developing: (a) the ability to analyze his or her own strengths and weaknesses, set personal and vocational goals, and have the self-esteem, confidence, motivation, and abilities to carry them out (including the ability to establish support networks in order to fully participate in community life and effect positive social change); and (b) the ability to guide or direct others on a course of action, influence the opinions and behaviors of others, and serve as a role model (Wehmeyer, Agran, & Hughes, 1998).

Conditions that promote healthy youth development are supported through programs and activities in schools and communities. Youth development researchers and practitioners emphasize that effective programs and interventions recognize youths' strengths and seek to promote positive development rather than addressing risks in isolation. Youth who are constructively involved in learning and doing and who are connected to positive adults and peers are less likely to engage in risky or self-defeating behaviors.

Providing the conditions for positive youth development is a responsibility shared by families, schools, and communities. The conditions for healthy youth development reside in families, schools, and communities.

Families promote healthy youth development when they:

- provide support;
- have positive family communication;
- are involved in their adolescent's school;
- have clear rules and consequences and monitor their adolescent's whereabouts;
- provide positive, responsible role models for other adults, adolescents, and siblings;
- expect their adolescent to do well; and
- spend time together.

Schools promote healthy youth development when they:

- expect commitment from youth;



- have a caring school climate;
- have clear rules and consequences;
- provide positive, responsible adult role models; and
- expect youth to do well.

Communities promote healthy youth development when:

- adults advocate for youth;
- neighbors monitor youths' behavior;
- adults model positive, responsible, and healthy behavior;
- youth model positive, responsible, and healthy behavior; and
- youth programs are available (Konopka Institute, 2000, pp. 3-4).

It is unusual for all these positive influences to be present at the same time; unfortunately, too many youth grow up in circumstances that provide limited support for healthy development.

Well-designed and well-run youth development programs promote youth leadership by involving youth in needs assessment, planning, implementation, and evaluation. A growing number of organizations include youth on their boards of directors. Effective programs engage all participating youth in constructive action through activities such as service learning, arts, and athletics; and emphasize common values such as friendship, citizenship, and learning.

Research on factors promoting resilience in youth at risk has shown that the consistent presence of a single caring adult can have a significant positive impact on a young person's growth and development (Garmezy, 1993). Well-designed programs promote positive relationships with both peers and adults (National Collaborative on Workforce and Disability for Youth, 2004).

### Works Cited

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Konopka Institute. (2000, Spring). *Growing absolutely fantastic youth: A guide to best practices in healthy youth development*. Minneapolis, MN: University of Minnesota.

National Collaborative on Workforce and Disability for Youth. (2004). *Organizational and programmatic components of effective youth programs*. Retrieved January 19, 2006, from

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## National Standards & Quality Indicators

Below are the specific Youth Development & Youth Leadership standards and indicators.

3.1 Youth acquire the skills, behaviors, and attitudes that enable them to learn and grow in self-knowledge, social interaction, and physical and emotional health.

- 3.1.1 Youth are able to explore various roles and identities, promoting self-determination.
- 3.1.2 Youth participate in the creative arts, physical education, and health education programs in school and the community.
- 3.1.3 Youth are provided accurate information about reproductive health and sexuality and have the opportunity to ask questions and discuss sexual attitudes.
- 3.1.4 Youth develop interpersonal skills, including communication, decision-making, assertiveness, and peer refusal skills, and have the ability to create healthy relationships.
- 3.1.5 Youth interact with peers and have a sense of belonging.
- 3.1.6 Youth participate in a variety of teamwork and networking experiences.
- 3.1.7 Youth have significant positive relationships with mentors, positive role models, and other nurturing adults.

3.2 Youth understand the relationship between their individual strengths and desires and their future goals, and have the skills to act on that understanding.

- 3.2.1 Youth develop ethical values and reasoning skills.
- 3.2.2 Youth develop individual strengths.
- 3.2.3 Youth demonstrate the ability to set goals and develop a plan.
- 3.2.4 Youth participate in varied activities that encourage the development of self-determination and self-advocacy skills.

3.3 Youth have the knowledge and skills needed to practice leadership and participate in community life.

- 3.3.1 Youth learn specific knowledge and skills related to leadership, and explore leadership styles.
- 3.3.2 Youth learn the history, values, and beliefs of their communities.
- 3.3.3 Youth demonstrate awareness, understanding, and knowledge of other cultures and societies and show respect for all people.
- 3.3.4 Youth engage in experiential learning and have opportunities for genuine leadership, taking primary responsibility for developing plans, carrying out decisions, and solving problems.
- 3.3.5 Youth participate in service to others in their community, their country, and their world.
- 3.3.6 Youth identify and use resources in their community.



3.4 Youth demonstrate the ability to make informed decisions for themselves.

- 3.4.1 Youth practice self-management and responsible decision-making that reflects healthy choices.
- 3.4.2 Youth demonstrate independent living skills.

### National Youth Policy 2021

The Government has reviewed the existing draft National Youth Policy, 2014 and prepared a new draft National Youth Policy (NYP).



- The draft NYP envisages a ten-year vision for youth development that India seeks to achieve by 2030.
- It is aligned with the Sustainable Development Goals (SDGs) and serves to 'unlock the potential of the youth to advance India'.
- The draft NYP seeks to catalyse widespread action on youth development across five priority areas viz. education; employment & entrepreneurship; youth leadership & development; health, fitness & sports; and social justice.
- Each priority area is underpinned by the principle of social inclusion keeping in view the interests of the marginalized sections.

### Five Priority Areas and Action Imperatives of the Draft National Youth Policy 2021

Priority Areas	Action Imperatives
<b>Education</b> (ensure access to equitable and quality education')	<ul style="list-style-type: none"><li>• <b>Make the education system relevant for the youth</b> – incorporate 21<sup>st</sup>-century skills, value-based education and large-scale delivery of vocational education linked to employment</li></ul>



	<ul style="list-style-type: none"><li>• <b>Support the NEET Youth</b> (youths not in education, employment or training) through retention and reintegration efforts, physical or online access expansion, and targeted learning programmes</li><li>• <b>Build an inclusive education system for the marginalised and disadvantaged youths</b> through targeted schemes, inclusive resources and pedagogies, and appropriately trained teachers and counsellors</li></ul>
<p><b>Employment and Entrepreneurship</b></p> <p>(‘empower youth to grow enterprises and find sustainable employment’)</p>	<ul style="list-style-type: none"><li>• <b>Revitalise the rural economy and retain youth</b> with attractive income opportunities within agriculture and agriculture-allied areas</li><li>• <b>Generate employment in urban/peri-urban areas with micro-region-specific employment strategies</b> that promote district-specific industries and SME cluster development</li><li>• <b>Strengthen youth entrepreneurship</b> with necessary investments in entrepreneurship education, mentorship and support systems, and targeted support for social entrepreneurs</li><li>• <b>Support informal and gig economy workers, and enable gig sector growth</b> with adequate social security provisions and leveraging demand-supply matching technology</li><li>• Drive overall employment by <b>reforming skilling, rationalising all schemes basis outcomes</b>, and providing specific support to <b>urban migrants and marginalised youth segments</b></li></ul>
<p><b>YOUTH DEVELOPMENT AND LEADERSHIP</b></p> <p>(‘empower youth to be the leaders of tomorrow’)</p>	<ul style="list-style-type: none"><li>• <b>Strengthen the youth volunteering ecosystem</b> through streamlined opportunities, mentorship, and due rewards and recognition</li><li>• <b>Invest in youth leadership development</b> through targeted programmes, opportunities to engage with issues of governance and politics, and broader exposure to raise aspirations</li><li>• <b>Mobilise a one-stop youth enablement platform</b> to achieve youth volunteering and leadership goals</li><li>• <b>Develop leadership capacities in marginalised youths</b> through specific inclusion measures</li></ul>



<b>HEALTH</b> (‘ensure health and wellbeing of all youths’)	<ul style="list-style-type: none"><li>• <b>Strengthen preventive healthcare practices among youth</b> through integration with the education curriculum and large-scale awareness campaigns</li><li>• <b>Strengthen healthcare for mental health issues, substance use disorders and sexual and reproductive health concerns</b></li><li>• <b>Track youth health metrics, and use data and technology to improve access and quality of treatments</b></li><li>• <b>Undertake specific measures to provide quality healthcare access for all marginalised youths</b></li></ul>
<b>FITNESS AND SPORTS</b> (‘develop a culture of fitness and sports, and achieve eminence’)	<ul style="list-style-type: none"><li>• <b>Build a culture of sports and fitness among youth</b></li><li>• <b>Enable holistic development of sportspersons</b> through comprehensive talent searches, quality coaching, equitable investments in sporting infrastructure and long-term support beyond sporting careers</li><li>• <b>Undertake special efforts to include marginalised segments in sports and fitness programmes</b></li></ul>
<b>SOCIAL JUSTICE</b> (‘create a safe, just and equal society for the youth’)	<ul style="list-style-type: none"><li>• <b>Empower and safeguard the youth through various measures</b> including value-based education, provision of safe spaces with support services, increasing awareness regarding rights and legal-aid and specific efforts to address cybercrime</li><li>• <b>Enable faster delivery of justice and strengthen juvenile rehabilitation</b></li><li>• <b>Review and strengthen all social protection schemes</b> to ensure social justice for marginalised and vulnerable youths</li></ul>

## India Internet Governance Forum 2022

Recently, the second edition of the India Internet Governance Forum 2022 was held during 9-11 December, 2022.

- On this occasion, the Minister of State for Electronics & Information Technology and Skill Development & Entrepreneurship, Shri Rajeev Chandrasekhar addressed the forum.

The scheme titled National Programme for Youth and Adolescent Development (NPYAD) has been formulated by the merger of four 100% central sector grants-in-aid schemes of





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the Ministry of Youth Affairs and Sports during the 10th Plan namely,

- 1 . Promotion of Youth Activities & Training
- 2 . Promotion of National Integration
- 3 . Promotion of Adventure and Development and
- 4 . Empowerment of Adolescents

**Short term objectives:-**

- Provide the opportunity for the holistic development of youth including adolescents for the realisation of their fullest potential
- Develop leadership qualities and personality development of youth and to channelize their energy towards socio- economic development and growth of the nation
- Promote national integration, strengthen secular and eclectic outlook through creative expressions by youth Foster the spirit of adventure, risk-taking,
- teamwork, the capacity of ready and vital response to challenging situations and of endurance among youth
- Acknowledge adolescents as a distinct sub-group among youth and address their distinct needs and at the same time provide positive stimulation and congenial environment for their all-round development
- To encourage research and publication and to promote technical resource support including the development of information and database on issues concerning youth and adolescents.



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### Long- term objectives

- Engage and channelize the energy of youth in a positive manner for nation-building
- Develop amongst youth a sense of pride in nationally accepted values like democracy, socialism, and secularism
- Promote activities and programmes, which foster social harmony and national unity among youth
- Promote the spirit of national integration, unity in diversity, pride in Indianness among the youth of different parts of the country and to induce a sense of social harmony amongst the youth
- To motivate the youth to act as a focal point for dissemination of knowledge in the rural area and involve them in the nation-building process
- To stimulate action for development and empowerment of adolescents, particularly from the economically and socially neglected/backward sections of society
- To build and develop an environment which recognizes the specific needs and promise of the adolescents in the country and provides for adolescent-friendly services.

### Scheme beneficiaries

- **Definition of youth and adolescent:** The Youth and Adolescents for the purpose of the scheme would be as defined in the extant National Youth Policy. In other words, the expression 'youth' would cover persons belonging to the age group of 15 to 29 years and 'adolescent' would cover persons in the age group of 10-19 years under the scheme.
- **Target youth and adolescents under the scheme:** The targeted beneficiaries of the programmes include members of the youth clubs affiliated to the Nehru Yuva Kendra Sangathan, National Service Scheme, State Government Youth Organisations, Bharat Scouts & Guides or student youth in Schools, Colleges and Universities. Adolescents and Youth from other established youth organizations or NGOs may be considered provided they are the registered



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members of such organizations. Preference may be given to the youth with special abilities and youth belonging to scheduled caste, scheduled tribes, minorities, and weaker sections.

- **Gender budgeting:** In the selection of beneficiary women will have a distinct priority and care should be taken to include at least one-third beneficiaries from women

Programme area & Components

SL No.	Name of the Programme Area	Programme Component
a)	Youth Leadership and Personality Development	1. Youth Leadership and Personality Development Training
b)	Promotion of National Integration	1. National Integration Camp 2. Inter-State Youth Exchange Programme 3. Multi-Cultural Activities 4. National Youth Festival 5. State Youth Festival vi. National Youth Awards
c)	Promotion of Adventure	1. Promotion of adventure at a basic and intermediate level in India 2. Promotion of adventure at advance level including expeditions in India 3. Grants to Recognized Institutions 4. Tenzing Norgay National Adventure Awards
d)	Development and Empowerment of Adolescents	1. Life Skills Education 2. Counseling 3. Career Guidance 4. Residential Camps
e)	Technical and Resource Development	1. Environment Building 2. Research & Studies on youth issues 3. Documentation & Publication 4. Seminars, Conferences, Exhibitions, and Workshops on youth or adolescent issues, national integration and adventure



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### **Youth centric and youth led organizations**

SWAMI Vivekananda is one of India's greatest thinkers. He is particularly remembered as the torchbearer for the youth, saying: "Youth is the future. My faith is in the younger generation." Today, January 12, his birth anniversary, is celebrated as National Youth Day to honour him and encourage rational thinking among the youth of India.

Swamiji was a Hindu monk but much more than a spiritual mind. He was a great thinker, orator, and patriot. He took forward the free-thinking philosophy of his guru, Sri Ramakrishna Paramhansa to a new level.

Swami Vivekananda encouraged the youth to be strong in body, mind, and spirit and emphasized their role in nation-building. He saw India as a country with zealous young people, who could shape a modern nation on the foundations of Vedic spiritual ideals.

He also suggested that youth can learn much from the West while relying on India's own spiritual heritage. His motto was – education for all, and upheld the importance of intellect and knowledge for the betterment of self and society. He believed that the greatest quest for the youth of India should be for a meaningful life – one that inspires the heart, liberates the mind and ignites the soul.

On this National Youth Day, we look at some non-profit organisations that follow the principles of Swami Vivekananda in their work to empower the less privileged youth of India:

**1. Parivaar Educational Society** Parivaar is a humanitarian organization whose work is inspired by the spiritual and humanistic ideals of Sri Ramakrishna and Swami Vivekananda. For the last 17 years, Parivaar has cared and worked for the overall development of children who are highly vulnerable to exploitation, victimization and trafficking. This includes children who were orphaned, abandoned or living on the streets as well extremely impoverished children from tribal areas.



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Parivaar's residential institutions in West Bengal are seen as model institutions and in 2011, have received the prestigious National Award for Child Welfare from the President of India. Parivaar is now also working with tribal children in Madhya Pradesh.

**2. Youth Alliance** For the past nine years, the Youth Alliance has been creating leadership programmes for young people through participation and collaboration. Its programmes are experiential and aimed at giving exposure to social issues to the youth of India. The Youth Alliance community has become a support system for many young people to realise their potential. Through customized leadership programmes with other developmental organizations and corporates, Youth Alliance is seeding new thinking and supporting mindset shifts.

**3. Salaam Bombay Foundation** With the belief that "An adolescent in school has a future", Salaam Bombay Foundation (SBF) began its operations in 2002. At the core of all of its initiatives is the commitment to ensure that India's most vulnerable adolescents continue their schooling and make the right choices for health, education and livelihood.

Since its inception, SBF has reached out to more than 550,000 adolescents aged 11 to 17 years in 300 public schools across Mumbai. The Foundation works by leveraging the existing government school infrastructure and combining it with alternate and innovative education tools. Today Salaam Bombay operates in the major cities of Mumbai, Pune, Kolkata, Bengaluru, and Jaipur.

**4. Make a Difference Many children end up in shelters**, which struggle to address more than the basic needs. Make A Difference focuses on providing them with additional care and support systems to ensure that they flourish. It includes emotional support, career counselling and financial support to continue their education once they leave the shelter – where they can be till the age of 28. Their objective is to help the children and young adults become financially and emotionally capable of leading successful lives without falling back into the cycle of poverty.



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Make A Difference's highly efficient 3,800+ strong volunteer network has reached out to over 3,460 children in 67 shelters across 23 cities in India. Volunteers commit a year and spend between 2 and 10 hours every week mentoring, teaching and interacting with children in order to ensure that they get the support and care they need during childhood.

**2. Youth4Jobs Foundation Youth4Jobs** was set up with a vision to help youth with disabilities have equal access to education and employment opportunities. The Founder, Meera Shenoy saw this as an opportunity to enable the most vulnerable youth of India to become pioneers by providing skills to youth with disabilities and low education levels from villages.

India is 69% rural and youth here are completely cut off from skilling, markets and employment. The training provided includes English language skills, soft skills, life skills and digital literacy. Orientation to markets depending on job vacancies is given and the trainees are placed in entry level jobs. Y4J has worked with 25,000 youth with disabilities who are now their alumni. The organisation's work has won numerous prestigious national and international awards, the latest being the Asia winner of MIT's Future of Work award.

Currently, India is home to the world's largest population of youth and this demographic is likely to continue for the next two decades. Economists and researchers have opined that if youth of India can be provided with the necessary skills and absorbed in the workforce, the nation can achieve higher economic growth.

### **Role and Importance of youth leadership**

Youth leadership opportunities are often overlooked by adults, either knowingly or unknowingly, but the results are the same; a lost opportunity for young people to take the lead. Even when adults consider themselves champions for youth in leadership roles, many times adults are asked to assume the leadership positions instead of letting youth take the lead.



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As part of the leadership and civic engagement team at I work with adults to teach them how to prepare youth for those roles. We also help adults understand how they can be a background advisor, allowing young people to practice their leadership skills. My instruction aims to teach adults that young people are capable of leadership roles and 4-H is the ideal place for them to try out their skills. 4-H club meetings, county wide advisory groups and statewide youth leaders' councils provide safe environments for youth to take the positive risk of leadership.

My most recent "crime" was that I let an advisory group elect all adult officers without even asking youth if they'd like the opportunity to run for an office. The idea didn't cross my mind until after the election and the meeting was adjourning. Two young people were sitting together obviously disengaged in the meeting events; sitting facing each other discussing school. I wondered why the pair were not a part of the meeting and did not seem to be taking the extremely important proceedings about what to serve at the chicken fundraiser – corn or beans – seriously. I asked the young people, "Would you have run for an office?" My heart dropped as I heard the response, "We didn't know we could." I felt instant failure.

I am supposed to be the expert, so why is it I found myself in the situation of asking youth **after** the meeting if they would have liked to hold an office for a countywide advisory group? Research shows youth learn through hands-on experience and I have witnessed this many times while working for over 30 years in the youth development field. Even with all of my background information, I fell into the trap of subconsciously assuming adults are better leaders and that it is *easier* to have adults in leadership roles. I know better. I've seen firsthand many young people who are more energetic, possess fresher ideas and are role models for peers to look up to make excellent leaders. These youth bring positive outcomes to groups. I'm not throwing their adult counterparts under the bus, however I admit I would much rather work with youth many times more than adults.



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The important lesson for adults is to never give up in providing leadership opportunities for young people. You should continually check the progress of groups implementing opportunity and space for young people to take on leadership roles. Check in with groups to make sure young people are engaged in the group's goals and feel like an active part of the group. The 4-H "learn by doing" philosophy is especially important when learning about leadership.

Principles steer the program that includes over 200,000 young people. Three of the principles speak directly to involving youth in leadership positions.

1. Youth develop positive relationships with adults and peers.
2. Youth are physically and emotionally safe.
3. **Youth are actively engaged in their own development.**
4. **Youth are considered participants rather than recipients in the learning process.**
5. Youth develop skills that help them succeed.
6. Youth recognize, understand and appreciate multiculturalism.
7. **Youth grow and contribute as active citizens through service and leadership.**