



SYLLABUS
Class – I Year

Subject: - National Service Scheme

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Unit - 1

History and Philosophy of National Service Scheme

History and Growth of NSS:

1. In India, the idea of involving students in the task of national service dates back to the times of Mahatma Gandhi, the father of the nation. The central theme which he tried to impress upon his student audience time and again, was that they should always keep before them, their social responsibility. The first duty of the students should be, not to treat their period of study as one of the opportunities for indulgence in intellectual luxury, but for preparing themselves for final dedication in the service of those who provided the sinews of the nation with the national goods & services so essential to society. Advising them to form a living contact with the community in whose midst their institution is located, he suggested that instead of undertaking academic research about economic and social disability, the students should do “something positive so that the life of the villagers might be raised to a higher material and moral level”.
2. The post-independence era was marked by an urge for introducing social service for students, both as a measure of educational reform and as a means to improve the quality of educated manpower. The University Grants Commission headed by Dr. Radhakrishnan 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 the community on the other hand
3. The idea was again considered by the Central Advisory Board of Education (CABE) at its meeting held in January, 1950. After examining the various aspects of the matter and in the light of experience of other countries in this field, the Board recommended that students should devote some time to manual work on a voluntary basis and that the teachers should also associate with them in such work. In the draft First Five year Plan adopted by the Government of India in 1952, the need for social and labour service for students for one year was further stressed. Consequent upon this, labour and social service camps, camp[us work projects, village apprenticeship scheme etc. , were put into operation by various educational institutions. In 1958, the then Prime Minister Pandit Jawaharlal Nehru in his letter to the Chief Ministers, mooted the idea of having social service as a prerequisite for graduation. He further directed the Ministry of Education to formulate a suitable scheme for introduction of national service into the academic institutions
4. In 1959, a draft outline of the scheme was placed before the Education Minister’s Conference. 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 the social and economic reconstruction of the country. It was viewed that if the objectives of the scheme were to be realized, it was essential to integrate social service with the educational process as early as possible. The Conference suggested the appointment of a committee to work out details of the proposed pilot project. In pursuance of these



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recommendations, a National Service Committee was appointed under the Chairmanship of Dr. C.D. Deshmukh on August 28, 1959 to make concrete suggestions in this direction. The committee recommended that national service for a period of nine months to a year may be made compulsory for all students completing high school education and intending to enroll themselves in a college or a university. The scheme was to include some military training, social service, manual labour and general education. The recommendations of the Committee could not be accepted because of its financial implications and difficulties in implementation.

5. In 1960, at the instance of the Government of India, Prof. K.G. Saiyidain studied national service by students implemented in several countries of the world and submitted his report under the title "National Service for the Youth" to the Government with a number of recommendations as to what could be done in India to develop a feasible scheme of social service by students. It was also recommended that social service camps should be open to students as well as non-students within the prescribed age group for better inter-relationship.
6. The Education Commission headed by Dr. D.S. Kothari (1964-66) recommended that students at all stages of education should be associated with some form of social service. This was taken into account by the State Education Minister during their conference in April 1967 and they recommended that at the university stage, students could be permitted to join the National Cadet Corps (NCC) which was already in existence on a voluntary basis and an alternative to this could be offered to them in the form of a new programme called the National Service Scheme (NSS). Promising sportsmen, however, should be exempted from both and allowed to join another scheme called the National Sports Organisation (NSO), in view of the need to give priority to the development of sports and athletics.
7. The Vice Chancellors' Conference in September, 1969 welcomed this recommendation and suggested that a special committee of Vice Chancellors could be set up to examine this question in detail. In the statement of national policy on education of the Government of India, it was laid down that work experience and national service should be an integral part of education. 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. It could be used to introduce urban students to rural life. Projects of permanent value could also be undertaken as a symbol of the contribution of the student community to the progress and upliftment of the nation.
8. The details were soon worked out and the Planning Commission sanctioned an outlay of Rs. 5 crores for National Service Scheme (NSS) during the Fourth Five Year Plan. It was stipulated that the NSS programme should be started as a pilot project in select institutions and universities.
9. On September 24, 1969, the then Union Education Minister Dr. V.K.R.V. Rao, launched the NSS programme in 37 universities covering all States and simultaneously requested the Chief Ministers of States for their cooperation and help. It was appropriate that the programme was started during the Gandhi Centenary Year as it was Gandhiji who inspired the Indian youth to



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participate in the movement for Indian independence and the social uplift of the downtrodden masses of our nation.

10. The cardinal principle of the programme is that it is organised by the students themselves and both students and teachers through their combined participation in social service, get a sense of involvement in the tasks of national development. Besides, the students, particularly, obtain work experience which might help them to find avenues of self-employment or employment in any organisation at the end of their university career. The initial financial arrangements provided for an expenditure of Rs. 120/- per NSS student per annum to be shared by the Central and the State Governments in the ratio of 7:5 i.e. the Central Government spending Rs. 70/- and State Governments Rs. 50/- respectively per NSS student per year. An amount of Rs. 120/- per NSS student per annum on programmes to be shared by the Central and State Governments in the ratio of 7:5 (i.e. Rs. 70/- per student by the central government and Rs. 50/- per student by the State Governments). Keeping the inflation in view, it is now under consideration to revise the amount for Special Camping and Regular Activities.
11. The scheme now extends to all the states and universities in the country and covers +2 level also in many states. Students, teachers, guardians, persons in authority in government, universities and colleges/schools and the people in general now realize the need and significance of NSS. It has aroused among the student youth an awareness of the realities of life, a better understanding and appreciation of the problems of the people. NSS is, thus, a concrete attempt in making campus relevant to the needs of the community. There are several instances of excellent work and exemplary conduct of NSS units which have earned them respect and confidence of the people. The special camping programmes organised under the themes of 'Youth Against Famine (1973)', 'Youth Against Dirt & Disease (1974-75)', 'Youth for EcoDevelopment' and 'Youth for Rural Reconstruction' 'Youth for National Development and Youth for Literacy (1985-93)' 'Youth for National Integration and Communal Harmony (1993-95)' have resulted in gains both to the community as well as to the students. The theme for the year 1995-96 onwards for Special Camping is 'Youth for Sustainable Development with focus on Watershed Management and Water land Development'. Themes have been selected in accordance with national priorities. Also, from 1991-92 onwards NSS has launched a nationwide campaign on AIDS Awareness called "Universities Talk AIDS" (UTA) which has earned international attention and appreciation.
12. Community service rendered by university and +2 level students has covered several aspects like adoption of villages for intensive development work, carrying out the medico-social surveys, setting up of medical centres, programmes of mass immunization, sanitation drives, adult education programmes for the weaker sections of the community, blood donation, helping patients in hospitals, helping inmates of orphanages and the physically handicapped etc. NSS volunteers did commendable relief work during natural calamities/emergencies such as cyclones, floods, famine, earthquake, et. From time to time all over the country. The NSS students have also done useful work in organising campaigns for eradication of social evils, and



popularization of the nationally accepted objectives like nationalism, democracy, secularism, social harmony and development of scientific temper.

Proposed Expansion

- 13 NSS programme have expanded both quantitatively and qualitatively over the years. A review committee was set up by the Government of India in August, 1984. 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 percent rate of growth of coverage of students under NSS in each year. This recommendation of the committee has been accepted by the government and by the end of IX Plan, the target of covering 20.00 lakh students under the programme is to be achieved.
- 14 Recently, the scheme has been extended to form an open unit, involving ex-NSS volunteers, and persons having an aptitude for social work.

NSS at + 2 Stage

- 15 The scheme at +2 stage was introduced in 1985 on an experimental basis in states of Karnataka, Kerala, Tamil Nadu, Goa, Gujarat, West Bengal and Union Territory of Daman and Diu. It has been extended to other states after an evaluation conducted by specialized agencies. By the year 1992 the SS programme has been extended to the States of Gujarat, Kerala, Punjab, Haryana, West Bengal, Rajasthan, Tamil Nadu, Goa and Union Territories of Chandigarh, Delhi and Pondicherry covering 1.60 lakh students. Presently, the total strength of NSS is more than 1.3 million.
- 15.1 As the role of NSS has been appreciated and recognized in the New Education Policy, the State Governments are requested to increase the coverage. For this purpose, the State Governments are expected to make necessary provisions in their budget in order to be able to meet the expenditure on 10 percent increase in the number of NSS volunteers every year.

Special emphasis in National Policy on Education, 1986 (Revised 1992).

16. The National Policy on Education 1986, with modification undertaken in 1992 envisages that opportunities will be provided for the youth to involve themselves in national and social development through educational institutions and outside agencies. Students will be required to participate in one or the other existing schemes, namely, the National Service Scheme, National Cadet Corps. The National Service Volunteer Scheme will also be strengthened.

“Academic credit for extension work could be considered and in certain areas directly related to extension activities like social work and rural development” (National Policy on Education – Recommendation para 8.22).

“We strongly reiterate para 8.22 of NPE. Adequate facilities should be provided to ensure that all students participate in one or the other existing schemes, particularly National Service



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Scheme (NSS) and National Cadet Corps (NCC)” Para 13.4 Central Advisory Board of Education Committee on Policy – January, 1992.

16.1 In pursuance of the above recommendations the programme of Action 1992 on National Policy on Education provides that special incentives be evolved to encourage teachers’ interest and participation, quite apart from incentives to encourage and sustain participation of students and youth in these programmes. Possible incentives may include the following:-

(a) Recognition of the outstanding contribution of teachers to NSS as an extension work under the third dimension of the university system as equivalent to research work.

(b) Special incentives for teachers for outstanding contributions under NSS.

(c) Special incentives for students with outstanding records under NCC, NSS etc. at the time of their admission to college and university and also for promotion within colleges and universities. (Para No.20.3.3 Programme of Action 1992 on National Policy on Education by Government of India, Ministry of Human Resource Development)

16.2 From the above, it is evident that special emphasis has been given to NSS in National Policy on Education in which it has been proposed that every student would be expected to participate either in NSS or NCC. It is now realized that the scheme is useful for the personality development of the students, particularly in the context of the present campus situation in our country where the opportunities to students for personality development and other activities are scarce. There is thus a need for the Centre and the State Governments to work towards a situation where all the students in universities, colleges and +2 level can have such opportunities through the NSS and NCC as envisaged in National Policy on Education.

17. The past experience of National Service Scheme is quite heartening. It has provided diversified opportunities to students in schools/colleges and universities to develop their personality through community service.

NSS – BASIC CONCEPTS

The overall aim of National Service Scheme as envisaged earlier, is to give an extension dimension to the higher education system and orient the student youth to community service while they are studying in educational institution. The reason for the formulation of this objective is the general realization that the college and +2 level students have a tendency to get alienated from the village/slum masses which constitute the majority of the population of the country. The educated youth who are expected to take the reins of administration in future are found to be unaware of the problems of the village/slum community and in certain cases are indifferent towards their needs and problems. Therefore it is necessary to arouse the social conscience of the students, and to provide them an opportunity to work with the people in the villages and slums. It is felt that their interaction with the common villagers and slum dwellers will expose them to the realities of life and bring about a change in their social perception.



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Objectives:

The broad objectives of NSS

- (i) understand the community in which they work
- (ii) understand themselves in relation to their community;
- (iii) identify the needs and problems of the community and involve them in problem solving process;
- (iv) develop among themselves a sense of social and civic responsibility;
- (v) utilize their knowledge in finding practical solution to individual and community problems;
- (vi) develop competence required for group living and sharing of responsibilities;
- (vii) gain skills in mobilizing community participation;
- (viii) acquire leadership qualities and democratic attitude;
- (ix) develop capacity to meet emergencies and natural disasters and
- (x) practice national integration and social harmony.

The Motto :

The motto or watchword of the National Service Scheme is : 'NOT ME BUT YOU'. This reflects the essence of democratic living and upholds the need for selfless service and appreciation of the other person's point of view and also to show consideration for fellow human beings. It underlines that the welfare of an individual is ultimately dependent on the welfare of society on the whole. Therefore, it should be the aim of the NSS to demonstrate this motto in its day-to-day programme.

NSS Symbol :

The symbol of the National Service Scheme, as appearing on the cover page of this Manual is based on the 'Rath' wheel of the Konark Sun Temple situated in Orissa. These giant wheels of the Sun Temple portray the cycle of creation, preservation and release, and signify the movement in life across time and space. The design of the symbol, a simplified form of the Sun-chariot wheel primarily depicts movement. The wheel signifies the progressive cycle of life. It stands for continuity as well as change and implies the continuous striving of NSS for social transformation and upliftment.

NSS Badge :

The NSS symbol is embossed on the NSS badge. The NSS volunteers wear it while undertaking any programme of community service. The Konark wheel in the symbol has eight bars which represent the 24 hours of the day. Hence, the badge reminds the wearer to be in readiness for service of the nation round the clock i.e. for 24 hours. The red colour in the badge indicates that the NSS volunteers are full of blood i.e. lively, active, energetic and full of high spirit. The navy blue colour indicates the cosmos of which the NSS is a tiny part, ready to contribute its share for the welfare of the mankind.



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NSS Day:

NSS was formally launched on 24th September, 1969, the birth centenary year of the Father of the Nation. Therefore, 24 September is celebrated every year as NSS Day with appropriate programmes and activities.

NSS Song:

During Silver Jubilee Year the NSS theme song has been composed. All NSS volunteers are expected to learn the theme song and sing the song during NSS programmes and celebrations.

1. NSS Song: Lakshya Geet

Uthen samaj ke liye uthen uthen,
Jagen swarashtra ke liye jagen jagen,
Sawayam sajen vasundhara sanwar den-2.
Hum uthen uthega jag hamare sang sathiyon,
Hum badhe to sab badhenge apne ap sathiyon,
Jamin pe asman ko utar den-2.
Udasiyon ko dur kar khushi ko banten chalen,
Gaon aur shahar ki durion ko patate chalen,
Gyan ko parchar den prasar de
n Vidyan ko prachar de prasar de
Swayang saje vasundhara sanwar de.
Samarth Bal Vurdh aur narian rahe sada,
are bhare vanon ki shawl odhti rahe dhra,
Tarakhiyon ki ek nayee katar den-2.
Swayang saje vasundhara sanwar de
Ye jati dharm bollyan bane na shool rah ki,
Badhayen bel prem ki akhandta ki chah ki,
Bhawna se ye chaman nikhar den
Sadbhawam se ye Chamau Nikhar de
Swayanm saje vasundhara sanwar de
Uthen samaj ke liye uthen uthen,
Jagen Swarashtra ke liye jagen jagen,
Sawayam sajen vasundhara Sanwar den-2



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2. Sadbhawna Geet:

गूंजे गगन में, महके पवन में
हर एक मन में सद्भावना

मौसम की बाहें, दिशा और राहें,
सब हमसे चाहें सद्भावना

घर की हिफाजत पड़ौसी की चाहत,
हरेक दिल को राहत, तभी तो मिले

हटे सब अंधेरा, ये कुहरा घनेरा,
समुज्ज्वल सवेरा तभी तो मिले

जब हर हृदय में पराजय-विजय में
सद्भाव लय में हो साधना

गूंजे गगन में, महके पवन में,
हर एक मन में सद्भावना

समय की रवानी, फतह की कहानी,
धरा स्वाभिमानी, जवानी से है

गरिमा का पानी, ये गौरव निशानी,
सूखी ज़िंदगानी, जवानी से है

मधुर बोल बोले, युवामन की हो ले,
मिलन द्वार खोले, संभावना

गूंजे गगन में, महके पवन में,
हर एक मन में सद्भावना

हमें जिसने बखशा, भविष्यत् का नक्शा,
समय को सुरक्षा उसी से मिली



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ज़रा कम न होती, कभी जो न सोती,
दिये की ये जोती, उसी से मिली

नफ़रत थमेगी, मुहब्बत रमेगी,
ये धरती बनेगी, दिव्यांगना

गूँजे गगन में, महके पवन में,
हर एक मन में सद्भावना

मौसम की बाहें, दिशा और राहें,
सब हमसे चाहें, सद्भावना

3 Rashtriya Yuva Geet

aao... zindagi ko untti de shanti de
aao zindagi ko ik nyi hum zindagi de

...

aao... zindagi ko untti de shanti de
aao zindagi ko ik nyi hum zindagi de

..

aao sjaye desh vishal aao chlye hum le ke mshal
aao har gagar ko hr gli ko roshni de
aao pyaar bantye,hr kisye ko dosti de

..

aao... zindagi ko untti dee shanti de
aao zindagi ko ik nyi hum zindagi de

..

aao mitaa de julam ki aag,aao sunao de pyaar ki baat
aao jo dukhi hai unn dilon ko hun khushi de
aao phull bn kr ..iss chman ko tazgi de

..

aao zindagi ko unnti de..shanti de
aao zindagi ko ik nyi hun zindagi de



Unit - II

Organisation of NSS, Regular Activities and Programmes

National Service Scheme requires administrative structures at various levels for its successful planning and implementation. Therefore, organizational structures have been envisaged at Central, State, University/+2 and College levels. It is vital for the programme to get support at all the levels and to make sure that the programmes and activities get the required attention.

National Level:

1. Ministry of Youth Affairs and Sports, New Delhi and NSS Regional Centres:

- The Ministry of Youth Affairs and Sports is the nodal Ministry for NSS and has been given the administrative responsibility for the Policy Planning, Implementation and Evaluation of NSS programme.
- National Service Scheme falls under the jurisdiction of Ministry of Youth Affairs and Sports, which is looked after by the Senior Officer of the rank of the Joint Secretary as far as administration and implementation of the programme is concerned.

2. Programme Adviser:

In the Ministry of Youth Affairs and Sports a Senior Officer is designated as Programme Adviser. The functions of the Programme Adviser and head of NSS organisation are as under :-

- To advise the Ministry for the development of NSS Programme in all respects.---
- To help the Ministry to plan and implement the NSS programmes :
- To liaise with the State Governments, Universities and with other organisations which may help in the growth and development of the programme directly or indirectly;
- To make the arrangements of training of key persons and Programme Officers through the TOCs and TORCs.
- To make arrangements for the evaluation of NSS from time to time by the TORCs or other suitable agencies;
- To encourage Research and Publication work in connection with NSS;
- To oversee the maintenance of State-wise, University-wise record on implementation of the Programme.
- To supervise the functioning of NSS Regional Centre (RCs) set up by the Department in the various regions/States in the country.



3. Programme Adviser's Cell:

The Ministry has set up Programme Adviser's Cell to assist the Programme Adviser for implementing, monitoring and evaluating the NSS Programme at various levels. The Programme Adviser's Cell is headed by a Deputy Programme Adviser and a core support staff. The cell also functions as programme monitoring centre for the collection and compilation of data from the states, Universities and NSS Regional Centres and provides this information to the Ministry as feedback. Thus the PA Cell for all practical purpose functions as the NSS Headquarter.

4. NSS Regional Centres:

- The Ministry of Youth Affairs and Sports has set up NSS Regional Centres in the country to maintain liaison with the State Governments, Universities, +2 Councils and TOC/TORCs for the effective implementation of NSS Programme.
- NSS Regional Centre (RC) which is a subordinate field office of the Ministry of Youth Affairs & Sports and depending upon the volunteers strength and size of the state, RC is either headed by a Deputy Programme Adviser or an Assistant Programme Adviser.
- The Deputy Programme Adviser/Assistant Programme Adviser belong to Group-A grade of the Central Government Service. Deputy Programme Adviser/Assistant Programme Adviser who head the Regional Centre are given a core staff for his/her support.

5. Functions of NSS Regional Centres:

In addition, NSS Regional Centres will function in close coordination with TOCs/TORCs and State Liaison Cells. The functions of the NSS Regional Centres with reference to the State Governments, Universities and TOC/TORCs are as under :-

(a) Responsibility and Accountability

- As the NSS Regional Centres are subordinate field offices of the Ministry, it is their main responsibility to ensure the implementation of NSS and other Youth Programmes as per the spirit and letter of the manual and guidelines issued by the Government of India from time to time.
- It is the duty of the heads of the Regional Centres to explain the Government policies, without any fear and favour in the discharge of their duties, particularly furnishing elaboration and explanation to the universities and colleges. Heads of Regional Centres cannot remain silent under the pressure of universities and/or State.



(b) State Government:

- To explain the policies of the Ministry regarding NSS and other Youth Programme to the State Governments, for the successful implementation of NSS and other Youth Programmes.
- To strive for removal of bottlenecks in the implementation of NSS Programme in the field.
- To ensure that the grants including central and state share reach the Universities, colleges and schools in time, so that NSS activities are implemented as per time schedule.
- The NSS Regional Centre will keep the State Governments informed of the recent developments in different aspects of NSS and the Youth Programme of Government of India for their implementation as and when required.
- Remain in touch with State government officials for expediting accounts and other reports.
- Collaborate with the State Liaison Officer for proper implementation of NSS Programme and timely action.

6. State NSS Cell:

At the State level, there will be a State NSS Cell headed by the State Liaison Officer (SLO). The Government of India extends cent percent financial assistance for establishing the State NSS Cell.

(a) Functions of the State NSS Cell

The main functions of the State NSS Cell are :-

- To ensure, that budgetary provisions are made for NSS programme in the State budget;
- Timely allocation of NSS strength to respective Universities in the State.
- Timely release of grants to Universities and colleges/+2 councils.
- Submission of accounts, statements and programme reports to Government of India.
- Convening of meetings of State NSS Advisory Committee from time to time.
- Monitoring of the programme through Universities/+2 councils and in consultation with NSS Regional Centre.
- Coordinating with development agencies and departments for NSS programme development in the state.



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University Level:

The National Service Scheme covers students at the level of higher education. Thus the administrative structures of the higher education have the responsibility of looking after NSS and its implementation at college/school/universities level. The successful functioning of NSS cell at University level will give impetus for proper implementation of NSS in the unit level.

NSS University Cell:

Every University should have an NSS Cell to supervise and coordinate NSS Programme in Colleges affiliated to it. The Universities having strength of more than 10000 NSS volunteers should have full time programme coordinators. The Universities having strength of less than 10000 NSS volunteers may have part time programme coordinators. NSS being an academic extension programme the University will provide necessary infrastructure and other facilities like telephone, office and office equipment and secretarial assistance for the smooth functioning of the cell. The cell will function under the Vice-Chancellor, the Programme Coordinator, NSS will be incharge of the cell and the main executive functionary.

Programme Coordinator:

The Programme Coordinator is the key functionary as far as NSS is concerned. Therefore, a dedicated and devoted Programme Coordinator can plan, execute and evaluate the NSS activities in a proper perspective. The Programme Coordinator will execute all administrative and policy directives of the government, decisions of the State Advisory Committee and University Advisory Committee. The NSS programme will be prepared in the light of the guidelines issued by the Government of India.

Term/Tenure of the Programme Coordinator:

The Programme Coordinator will be appointed on deputation/short term contract for the period of three years extendable by one year further. No Programme Coordinator will be appointed on Permanent basis.

Functions of the Programme Coordinators:



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- To assist and guide the NSS unit for implementation of NSS programmes at college level.
- To help in organising camps, training and orientation programmes for the NSS leaders.
- To visit the NSS units for monitoring and evaluation.
- To ensure implementation of NSS Regular activities and special camping programmes.
- To ensure timely release of grants to colleges.
- To submit the reports and returns to Programme Adviser, Regional Centre, State Liaison Officer and TOC/TORC.
- To ensure selection of new Programme Officers as per guidelines and ensure their orientation within the stipulated period.
- To submit half yearly reports and other information required to Government of India, Regional Centre and State Liaison Officer on the prescribed proforma.
- To have liaison with Regional Centre and State Liaison Officer and TOC/TORC for the implementation of NSS programme.
- To bring out documents and reports on the achievements of NSS.
- To present the views of the Ministry and if advised by the State Government, the view of the State Government, in the University Advisory Committees and to the Vice-Chancellors of the Universities, Principals of the Colleges, other persons connected with NSS Programmes;
- To assist in preparation of NSS Programmes, including Special Camping Programmes, in conformity with the policies and guidelines;
- To keep the Vice-Chancellors and heads of +2 Councils apprised of the state of the programme in their respective Universities and Colleges/institutions;
- To take steps to see that funds are released in time by the University to the college;
- To visit different NSS units and camps for supervision, consultancy, guidance etc;
- The ensure that the NSS programme is implemented as per NSS manual and administrative instructions issued by the Government of India from time to time. Deviation from the established policies may be brought to the notice of the Ministry and the Programme Adviser.



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TOCs/TORCs and Evaluating Agencies:

Orientation and training of persons attached with NSS being a vital input for sustaining its dynamism in universities, colleges and +2 schools, it is necessary that the various facts of the programme are studied, understood and evaluated. The NSS Regional Centers have to play their role in this sphere mainly :-

- To observe the organisation of orientation training, research and evaluation and other activities in these institutions;
- To visit the training programmes whenever possible and advise the TOC/TORCs on policies and guidelines;
- To function as a resource person in the orientation and training programme;
- To help the TOC/TORCs in the evaluation of regular and special camping programme;
- To report the progress of the TOC/TORCs as member of the Training Advisory Committee.

Institution Level:

The unit at college/+2 level is the grass-root unit in NSS. The organisation keeps contact with the community, administration, student youth and teaching faculty through this unit only. Therefore, the organisation and management of NSS unit are of vital significance.

NSS Unit:

An institution will be allotted NSS units according to the strength of students. The number of units will be allotted by the Programme Coordinator in consultation with NSS Regional Centre and State Liaison Officer considering the demands of the institution. It is expected that the institution will provide necessary facilities for the successful running of the NSS unit because it is a part of the institution i.e. college or school.

The strength of a unit will be 100 NSS volunteers normally. The strength of the NSS unit can be extended upto 120 volunteers in exceptional cases. In exceptional cases where the total strength of students enrolled is very small, a smaller NSS unit can be started with the strength of 75 NSS volunteers.

Enrollment of NSS Volunteers:

At college level the NSS volunteers will be enrolled from the first and second year degree-class students. Preference should be given to the students who have worked as NSS volunteers at +2 level also. Students belonging to minority communities, scheduled castes



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and scheduled tribes should be encouraged to participate in NSS. They should be given due representation where more students desire to join NSS. In co-educational colleges the girls should be motivated to join NSS.

The students from foreign countries studying in Indian universities should also be encouraged to join NSS so that they may share the experiences of national reconstruction and community work. NCC cadets will not be allowed to join NSS. Similarly NSS volunteers will not participate in NCC or any other youth organisation as long as they are in NSS. Same restriction will apply to the NSS Programme Officers also.

Programme Officers:

One Programme Officer will be in charge of one unit only. Only those belonging to the teaching faculty will be considered for appointment as Programme Officer. Programme Officer will be responsible for the organisation of NSS unit, implementation of NSS programme under the supervision of Principal of the college or head of the institution. The Programme Officer will be responsible to carry out the instructions issued by the Programme Coordinator of the University, NSS Regional Centre and State Liaison Officer for the implementation of NSS activities as per the NSS Manual, programme guidelines and administrative and policy directives.

Regular Activities:

NSS volunteers generally work in villages, slums and voluntary agencies to complete 120 hours of regular activities during an academic year. As per the fundamental principles of National Service Scheme, a volunteer is expected to remain in constant touch with the community. Hence, it is of vital importance that a particular village/slum is selected for implementation of NSS programmes. As the NSS volunteer is to live with the members of the community during the 7 days Special Camping Programme and learn from their experience during his/her tenure in NSS, the village/slum should be carefully selected for adoption by NSS unit.

1. Adoption of Villages:

1.1 Adoption of a village and area is a very meaningful programme in NSS. It is far better to concentrate attention on one village and take up the task for development perspective, than to fritter away energy in many locations involving too many activities which may not be completed at all or where the follow up action may not be possible. From this point of view, village adoption programme should ensure continuity of work vis-a-vis sustained action, evaluation and follow up work.



Contacting Village/Area Leaders:

1.2 As a first step in this programme, it is necessary to establish contact with more than one village which would help to select a village where 'Leadership' is well established. In other words, selecting a village with proper leadership is very important as the sustained follow up action and evaluation is ensured in such places. To start with, the NSS unit can take the help of the Block Authorities, District Panchayat Officer, District Tribal Welfare Officer, District Medical Officer, Extension Officer of Agriculture, Irrigation and Education Departments for the selection of the village. It is to be noted that the selected villages should be within a short distance from the college so that constant contact can easily be made.

Survey of the Village/Area:

1.3 Before drawing up the plan of action, it is absolutely necessary to conduct a comprehensive survey of few villages situated at a short distance from the college. The assistance from the teachers and students of agriculture, economics, commerce, geography, statistics, home science, social work, medicine, psychology and education etc. have to be sought for the purpose. Conducting socio-economic survey can be an interesting field activity which has direct bearing on the curriculum of economics, commerce, statistics, psychology, health education etc. The report of such a survey will provide up-to-date information about the problems and potentials of the village and help in programme planning for village development. The applied field work will help the students to increase their analytical ability and deepen their thinking. Further, this will help them to identify the problems which have been left unnoticed. The survey work can also be accomplished with the help of PRA exercises (Participatory Rural Appraisal)

Identification of Problem(s):

1.4 It is on the basis of this need assessment that projects/programmes are to be formulated. The programme officers should use their discretion and should identify the projects which can be completed by seeking assistance from the communities/other agencies.

1.5 The aim of adoption of village or area is to give new ideas of development to the villagers which would improve their living conditions. Once the trust of the communities is won, they start cooperating with the NSS volunteers and approach them for solution of their problems. One of the important services that can be rendered by NSS volunteers is disseminating information about the latest developments in agriculture, watershed management, wastelands development, non-conventional energy, low cost housing, sanitation, nutrition and personal hygiene, schemes for skill development, income



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generation, government schemes such as Swachh Bharat, Ayushman Bharat, Accessible India, Digital India, Beti Bachao and Beti Padhao, Environment and Energy Conservation and Education, legal aid, consumer protection and allied field.

1.6 The Programme Officers (PO) should motivate the communities to involve themselves with NSS for the community development work undertaken by the NSS unit. Further he or she will have to seek the help of various government departments and agencies for technical advice and financial assistance. Therefore, he/she must establish good rapport with the government officials and development agencies. For this, it is better if the administration is taken into confidence by prior consultations.

Completion of Projects:

1.7 As already stated, the Programme Officer must select the projects very carefully as the image of NSS depends upon the successful completion of such projects. Successful completion of the projects can win appreciation and credit of the community'

Evaluation of Project:

1.8 Every project should be evaluated after its completion by involving members of the community, Government officials and Panchayat officials. The NSS unit should learn from the lapses in the execution of the project and plan for the next project keeping in view the bottlenecks and constraints faced by them during the earlier project.

2. Adoption of Slums:

Most of the colleges and universities are usually located in the urban areas. Due to long distance between the college campuses and the villages, the visits to the adopted villages by the NSS volunteers may become expensive and time consuming. In view of this, it is desirable to adopt slum especially by colleges located in urban areas.

Survey of the Slum:

2.1 For adoption of a slum, there should be composite survey team consisting of students drawn from faculties like, Arts, Science, Engineering, Medicine, Home Science and Social Work etc. The selected areas should be compact and should be easily accessible for students. Areas with acute political conflicts may be avoided.

2.2 The issues pertaining to the identification of problems, project planning, interaction and coordination with the various departmental agencies, execution and completion of projects shall be undertaken on the same basis/lines as discussed earlier in the part 'Adoption of Villages'. The progress of projects should also be reviewed frequently.

Services in Slums:

2.3 The slum, tenements, Jhuggis and Jhoupris can be adopted by the NSS units with the aim of slum improvement. Under this, activities like providing water, water logging,



sanitation, electricity, drainage, health and welfare services, life and living conditions, can be undertaken.

NSS volunteers for Slum Work:

2.4 Taking into account the living conditions & status of slum dwellers of the slums, only highly motivated, adaptable, mature and skilled students should be selected for slum development.

2.5 Following are the tasks which the students can undertake in slum areas:-

(a) As Community Investigators: They can prepare brief community profile on various slums in the city or town covering different amenities, services, and living conditions etc.

(b) As Community Workers: They can identify local leaders and in cooperation with them discuss local problems on which cooperative action can be initiated.

(c) As Programme Aides: Students can help the local communities' in launching a number of programmes like setting up a free milk distribution centre, sanitation drive, recreation, adult lad primary education, health projects like immunization. first aid centre, child care, nutrition classes, and free legal aid centres etc. They can also help in forming youth clubs, children's groups, mahila mandals etc.

(d) As Community Organizers: NSS students, after establishing rapport with the slum dwellers, can form community association to tackle local problems on a group basis with reliance on local resources, self help and mutual aid and with some minimum external assistance.

2.6 Some suggestions for Selection of slums:

(i) There should be a socio-economic survey of the slum by a team of volunteers drawn from different faculties;

(ii) The selected area should be compact. There should not be more than 300 residents in an adopted slum;

(iii) The community people should be receptive to the ideas of improving their living standard. They should also be ready to coordinate and involve in the projects undertaken by the NSS for their upliftment;

(iv) The areas where political conflicts are likely to arise should be avoided by the NSS units;

(v) The area should be easily accessible to the NSS volunteers to undertake frequent visits to slums;

(vi) The working in the slum needs commitment and hard work. Only sensitive and highly motivated NSS volunteers can find easy to serve in slum areas.



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3. Coordination with Voluntary Organizations:

It may be noted that the NSS unit has no financial resource to implement any programme in the adopted villages or slum on its own. Therefore, a successful unit has to closely coordinate with the government agencies and voluntary organisations working in this field.

3.1 After identification of the needs of the community and the selection of projects, the programme officer should look for the Government agency or a voluntary organisation who can assist in the completion of a particular project. The different departments of the Government like forest, agriculture, adult education, health, child and family welfare, can render very useful assistance to the project pertaining to community work. Voluntary organisations can also help in forming public opinion in favour of NSS projects. Adult education samitis, Nasha Bandi Boards, Yuva Mandals and Mahila Mandals can provide additional assistance to the NSS units. Similarly voluntary land statutory welfare agencies such as Community Centres, Residential Institutions for children/women, the Aged and Institutions for physically handicapped and disabled can provide a wide scope of the choice of service to the NSS volunteers. NSS volunteers can be placed with these agencies considering the inherent aptitudes and inclinations of NSS volunteers. NSS volunteers must be told to develop a sense of belonging and respect for the people with whom they are working. Working in close collaboration with these agencies will help the NSS volunteers in understanding the problems of a vulnerable section of the society. The work opportunities in the welfare institutions may be enumerated as under-

- (i) Adoption of welfare institutions and helping the inmates and staff by arranging outings, fund collection drives, reading and writing letters for those who are unable to do so;
- (ii) propagation of the message of Swachhta, Digital Literacy, renewable energy etc.
- (iii) working for improvement of physical environment;
- (iv) programme of non-formal education and general literacy classes;
- (v) organisation of economic development activities;
- (vi) establishment of hobby centres and
- (vii) assisting in the rehabilitation work of the disabled, destitute etc.

In addition, NSS units and welfare agencies can take up joint community development projects and other programmes of community welfare land awareness depending on the local needs.

3.2 The NSS Programme Officers should plan activities in the adopted village or slum in such a way that the leisure time of the NSS volunteers can be utilized in the service of adopted village or slum. Week-end visits to the adopted areas provide suitable opportunities to live with the community and know their problems and make an earnest effort to do something for them. Similarly efforts should be made to follow up the work done in the areas earlier. Such sustained efforts will flower into friendship between the NSS



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unit and the community. These activities can be arranged through one day camps and frequent visits under regular activities.

NSS Diary:

Any student enrolled as an NSS Volunteers, as per NSS Manual should put in at least 240 hours of useful social work in a continuous period of two year (i.e. 120 hours per year). A work diary is to be maintained by **each NSS Volunteer**, which will help him/her in the assessment his/her performance.

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UNIT-III

Day Camp, Special camp and Personality development

Special Camping Programme:

Special Camping forms an integral part of National Service Scheme. It has special appeal to the youth as it provides unique opportunities to the students for group living, collective experience sharing and constant interaction with community.

Special campings are organised generally on various developmental issues of national importance. In the past the themes of the Special Camping Programmes have been 'Youth Against Famine', 'Youth Against Dirt and Disease', 'Youth for Rural Reconstruction', 'Youth for Eco-Development' and 'Youth for Mass Literacy', 'Youth for National Integration & Social Harmony'. Every year 50 percent of the volunteers of each NSS unit are expected to participate in special camps which is of 7 days duration.

Objectives of the Special Camping programme:

The primary objectives of the special camping programmes are:

- (i) making education more relevant to the present situation to meet the felt needs of the communities and supplement the education of university/college/school students by bringing them face to face with the community situation.
- (ii) To provide opportunities to students to play their due roles in the implementation of various development programmes by planning and executing development projects, which not only help in creating durable community assets in rural areas and slums but also result in improvement of the condition of weaker sections of the communities.
- (iii) Encouraging the students and non-students youth to work along with the adults in rural areas, thereby developing their character, social consciousness and commitment, discipline and healthy and helpful attitudes towards the community;
- (iv) Building up potential youth leaders by exploring the latent potential among the campers, both students as well as local youth (rural and urban), with a view to involve them more intimately in development projects for longer periods. The local leadership generated during the camps would also be useful in ensuring proper maintenance of the assets created as a result of the camps.
- (v) Emphasizing the dignity of labour and self-help and the need for combining physical work with intellectual pursuits, and
- (vi) Encouraging youth to participate enthusiastically in the process of national development, and promote national integration through democratic living and cooperative action.



Suggestive list of activities during Regular as well as Special Camping:

The aim of the Regular and special Camping Programme is to bring youth face to face with the community and make efforts to improve their life. The NSS volunteers are to devote about 80 hours in Regular Activities for the development of the adopted village. Special Camping has been conceived as an opportunity to live with that community for 7 days, and experience the conditions and problems of the people. The NSS volunteers need to be inspired to take initiatives for the improvement of their condition. Although the focus of the Special Camps change periodically and regular programmes are organised in response to the community needs at the micro-level, some broad areas of activities are enumerated below:-

(a) Environment Enrichment and Conservation:

Whereas the main theme for the special camping programme would be "Youth for Sustainable Development", activities aimed at environment – enrichment would be organised under the sub-theme of "Youth for Better Environment". The activities under this sub-theme would inter-alia, include:

- (i) plantation of trees, their preservation and upkeep (each NSS unit should plant and protect at least 1000 saplings);
- (ii) creation of NSS parks/gardens, Tarun Treveni Vanas.
- (iii) Construction & maintenance of village streets, drains, etc. so as to keep the environment clean;
- (iv) Construction of sanitary latrines etc.
- (v) Cleaning of village ponds and wells;
- (vi) Popularization and construction of Gobar Gas Plants, use of non-conventional energy;
- (vii) Environmental sanitation, and disposal of garbage & composting;
- (viii) Prevention of soil erosion, and work for soil conservation,
- (ix) Watershed management and wasteland development
- (x) Preservation and upkeep of monuments, and creation of consciousness about the preservation of cultural heritage among the community.

(b) Health, Family Welfare and Nutrition Programme:

- (i) Programme of mass immunization;
- (ii) Working with people in nutrition programmes with the help of Home Science and medical college students;
- (iii) Provision of safe and clean drinking water
- (iv) Integrated child development programmes;
- (v) Health education, AIDS Awareness and preliminary health care.
- (vi) Population education and family welfare programme;
- (vii) Life style education centres and counseling centres.



(C) Programmes aimed at creating an awareness for improvement of the status of women:

They may, inter-alia, include:

- (i) programmes of educating people and making them aware of women's rights both constitutional and legal;
- (ii) creating consciousness among women that they too contributed to economic and social well-being of the community;
- (iii) creating awareness among women that there is no occupation or vocation which is not open to them provided they acquire the requisite skills; and
- (iv) imparting training to women in sewing, embroidery, knitting and other skills wherever possible.

(d) Social Service Programmes:

Depending on the local needs and priorities, the following activities/programmes may be undertaken:-

- (i) work in hospitals, for example, serving as ward visitors to cheer the patients, help the patients, arranging occupational or hobby activities for long term patients; guidance service for out-door-patients including guiding visitors about hospital's procedures, letter writing and reading for the patients admitted in the hospital; follow up of patients discharged from the hospital by making home visits and places of work, assistance in running dispensaries etc.
- (ii) work with the organisations of child welfare;
- (iii) work in institutions meant for physically and mentally handicapped;
- (iv) organising blood donation, eye pledge programmes;
- (v) work in Cheshire homes, orphanages, homes for the aged etc.;
- (vi) work in welfare organisations of women;
- (vii) prevention of slums through social education and community action;

(e) Production Oriented Programmes:

- (i) working with people and explaining and teaching improved agricultural practices;
- (ii) rodent control land pest control practices;
- (iii) weed control;
- (iv) soil-testing, soil health care and soil conservation;
- (v) assistance in repair of agriculture machinery;
- (vi) work for the promotion and strengthening of cooperative societies in villages;
- (vii) assistance and guidance in poultry farming, animal husbandry, care of animal health etc.;



- (viii) popularization of small savings and
- (ix) assistance in procuring bank loans

(f) Relief & Rehabilitation work during Natural Calamities:

These programme would enable the students to understand and share the agonies of the people affected in the wake of natural calamities like cyclone, flood, earthquakes, etc. The main emphasis should be on their participation in programmes, and working with the people to overcome their handicaps, and assisting the local authorities in relief and rehabilitation work in the wake of natural calamities. The NSS students can be involved in:-

- (i) assisting the authorities in distribution of rations, medicine, clothes etc
- (ii) assisting the health authorities in inoculation and immunization, supply of medicine etc.;
- (iii) working with the local people in reconstruction of their huts, cleaning of wells, building roads etc.;
- (iv) assisting and working with local authorities in relief and rescue operation;
- (v) collection of clothes and other materials, and sending the same to the affected areas;

(g) Education and Receptions: Activities in this field could include:

- (i) adult education (short-duration programmes);
- (ii) pre-school education programmes;
- (iii) programmes of continuing education of school drop outs, remedial coaching of students from weaker sections;
- (iv) work in crèches;
- (vi) participatory cultural and recreation programmes for the community including the use of mass media for instruction and recreation, programmes of community singing, dancing etc.;
- (vii) organisation of youth clubs, rural land indigenous sports in collaboration with Nehru Yuva Kendras;
- (viii) programmes including discussions on eradications of social evils like communalism, castism, regionalism, untouchability, drug abuse etc.;
- (ix) non-formal education for rural youth and
- (x) legal literacy, consumer awareness.

Planning And Preparation of Special Camping Programme:

(1)Planning:

To achieve the objectives of the Special Camping Programme, appropriate planning at State, University and college level is very essential. The camps under special



camping programme should be planned well in advance. Special attention should be paid to the needs of the backward areas.

1.1 Planning at the State Level:-

(i) Meeting of the State Advisory Committee: The State Liaison Officer should convene the meeting of the State Advisory Committee and submit the proposal for the conduct of the Special Camping Programme under NSS during the year.

ii) Allocation of strength: A meeting of the Programme Coordinators of the Universities, +2 stage and the Heads of the NSS Regional Centre should be convened. The Programme Coordinators will make the demand of allocation for Special Camping Programme for their University/+2 Council.

(iii) Approval of the State Advisory Committee : The state and university/+2 level projects should be identified and earmarked, so that necessary action may be initiated in time.

(iv) Inter-departmental Coordination : The State Liaison Officer will take necessary steps to develop coordination with different Departments and agencies which are likely to collaborate in the Special Camping Programme. The representatives of the departments like Health, Rural Development, Panchayati Raj, Agricultural Extension, Land Reforms, Public Relations, PWD, Urban Development, Forest, Khadi and Village Industries, Archaeology etc. are usually associated with the camps.

(v) Release of grants to the Universities and +2 Council The State Liaison Officer should ensure that the Special Camping grants reach the Universities and +2 Councils in time.

1.2 Planning at University Level:

(i) Meeting of the University Advisory Committee : The meeting of the University and +2 Advisory Committee should be convened by the concerned Programme Coordinator. The allocation of strength to the various institutions for Special Camping Programme, Financial pattern of expenditure and schedule of the camps should be approved by the University/+2 level Advisory Committee.

(ii) Allocation of strength to the colleges/schools for Special Camping programme. The allocation of strength for special camping should be made in advance; so that NSS Units are in a position to submit the proposals of Special Camping Programme to the Coordinator within time. (iii) Issue of Guidelines : The guidelines regarding Special Camping Programme issued for the concerned year and financial directives indicating the financial pattern of expenditure should be brought to the notice of the Principals and Programme Officers.



(iv) Release of grants to the Institutions: Special Camping grants are to be released to the Institutions one month in advance of the proposed commencement of the camps.

1.3 Planning at Institution level:

(i) Socio-economic and health survey: It is expected that the concerned NSS Unit has already conducted the Socioeconomic and Health survey of the adopted village/slum. Unless the survey data are utilized for planning the programme, such surveys would not serve any useful purpose. This data should therefore, be made available to the concerned authorities and followed-up during regular NSS activities. It would be preferable if such surveys in adopted village/slum (where camps are planned) are conducted as part of the normal regular programme before start the camps. Departments and authorities who would be in a position to make use of the survey data should also be involved in the conduct of the survey. It would then form part of the pre-camp planning.

(ii) Identification of the problems and needs of the adopted area: The data collected during these surveys would give a clear idea of the needs and potential of the community. Based upon this, the projects for the camps could be planned and programmes arranged so that the projects meet the felt needs of the community.

(iii) Discussion with NSS Group Leaders, Volunteers and Colleagues regarding camp projects : As the Special Camp is considered to be a joint venture of the teaching community and students, like NSS leaders, volunteers and teachers, the Programme Officers should take necessary initiative to discuss the details of the projects and required arrangements of the Special Camping. Efforts may be made to involve more and more people in the organisation of the camp, so that the Special Camp does not remain only as an activity organised by the Programme officer but it becomes a programme of the entire Institution.

(iv) Meeting the college/+2 level Advisory Committee : After discussion with NSS volunteers and active colleagues, the Programme officer should convene the meeting of the Advisory Committee for finalisation of the camp details like time, dates, venue, site, projects, inauguration and the names of the guests to be invited etc.

(v) Submission of projects to the Programme Coordinator and Regional Centre :- The Programme Officer should convey the information regarding the proposed Special Camp to the Programme Coordinator, NSS Regional Centre, State Liaison officer and the concerned TOC/TORC. The information should contain the dates,



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time, venue and other details of the camp. The nature of the projects to be undertaken may also be intimated to the above authorities.

(2) Preparation:

2.1. Preparation at University Level :

(a) Orientation of NSS Programme Officers and NSS Leaders at University Level : Proper orientation of teachers and student-leaders is necessary. Pre-camp orientation is compulsory for all colleges organising camps, particularly in view of the fact that special camping involve various technical aspects with which the camp organizers and students may not be familiar. Special orientation would, therefore, help in proper programmes planning and implementation.

(b) Consultation with the local authorities : The preparation at the unit level should ensure consultation with the concerned local departments, the support of the local panchayat and the community in the village/slums and with active participation by local youth (upto 10%).

(c) Approval of Proposals submitted by the units:- The Programme Coordinator should intimate the approval of the projects submitted by the NSS Units one month in advance. It will enable the programme officer to make necessary arrangements and contact the local authorities for the successful organisation of the camp.

(d) Release of grants : The grants released by the Government of India and the State Governments, may be made available to the NSS Units organising the camp before the camp actually starts.

2.2 Preparation at Unit Level:

(a) The Programme Officer will consult the relevant Departments, Panchayats, Local bodies and concerned officials of the other Departments while preparing projects. He/she must have proper assessment of the facilities available from the Departments, so that he/she does not face an untenable situation if promised facilities are not made available to him/her. The Programme officer should also consult the concerned Departments before undertaking any project on Government land, or based on its resources, so that complications may not arise at a later stage.

(b) The Programme Officer will make necessary arrangements for the board required for the volunteers during camp. He/she will also ensure that the tools and equipments required for the projects in the camp are available in sufficient number. It has been observed that in many cases, improper supply of food and insufficient quantity of tools and equipments adversely affect the camp.



(c) The Programme Officer should make Pre-camp visits to the area for making proper board and lodging arrangements. He/she must ensure that sufficient facilities of latrines and bath are available.

(d) Care must be taken to see that necessary facilities are available to girl students to maintain their privacy and meet their needs.

(e) The Programme Officer should impart training to the NSS volunteers in which all the details of the projects should be given. The volunteers should be divided into different groups and committees and the role of each committee and group should be defined to avoid over-lapping.

Guidelines for the success of Camp:

(a) Selection of proper projects :

The selection of proper projects for special camping programme can boost the morale of the campers and develop in them a sense of achievement. Hence, it is essential that suitable projects must be selected with utmost care. While identifying the projects/activities in special camping programmes, the following criteria may be kept in mind :

- (i) The needs of the locality; (ii) Facilities available in the area;
- (iii) Local participation; (iv) Possibility of completing or developing the project in 7 days and
- (v) Possibility of follow-up action in Regular Activities.

(b) Personality Development :

As the NSS aims at camps should be designed to achieve this objective. Groupwork, team-building, community dynamics, leadership, communication skills and creativity should form part of special camps. In developing the personality of student youth, therefore special necessary, a few camps may be developed exclusively for the purpose involving key NSS volunteers.

3. Importance of successful camping programme :

Special camps are considered as training grounds to train the educated citizens of tomorrow to undertake the responsibility of national reconstruction. Therefore, it is of utmost importance that the NSS volunteer who is the main participant in the whole programme draws sufficient strength and experience to play his/her role in the society. Successful camps organised with specific projects and motivation can prove a source of strength and inspiration for him/her and encourage him/her to play a positive role in the emerging society.



4. Guiding Principles :

(a) The camp should provide an environment conducive for democratic and cooperative way of life. It must encourage the NSS volunteers to participate and cooperate in camp life.

(b) Special camps also aim to promote the spirit of self-reliance and self-disciplined way of life in society. Major emphasis should be on the fact that the NSS volunteers should direct their behaviour themselves under the guidance of the Programme Officer. The entire work of organising and running the camp e.g. clearing of the site, pitching of tents (wherever necessary), provision of sanitary services and recycling of human and vegetable wastes, cooking and serving food etc. ought to rest on the shoulders of the participants. As some of the students who participate in the camps are not trained for these elementary tasks, there should be a group of trained volunteers which can be shifted from camp to camp to provide this training.

(c) The NSS volunteers should be able to identify themselves with the community. The gap between the poor and rich and educated and illiterate is widespread in the society. Hence, our effort should be to bridge this gap by taking the NSS volunteers to the village to provide with opportunities to understand the community, its problem and possible solutions. An earnest effort should be made so that NSS volunteers relate themselves with the community, and not remain alienated individuals. It should be ensured that there is no discordance with the general standards of living of the areas. The task of developing a feeling of relation with the community for seeking whole-hearted cooperation of local youth, should be understood as the most vital task in the camp.

5. Organisation of camp:

(a) Each camp will have 1-2 teachers and 2-5 student leaders who will work as camp organizers/work supervisors. Each camp may consist of a minimum of 40 and maximum of 50 participants depending upon local needs.

(b) Active participation of local student and non-student youth (up to 10% of the camp strength) may be ensured. This can be done through suitable cultural and educational programmes, through dance, drama, music etc. undertaken in the evenings in cooperation with the local peoples.

(c) The NSS Programme Officers should ensure adequate representation of students belonging to SC/ST and minority communities, so that young persons belonging to these communities feel fully involved in the development of the country.

(d) Female NSS volunteers should be encouraged to participate in the camps organised by the co-educational Institutions.



(e) Students from foreign countries may also be involved in the NSS camps, if possible.

6. Administration of the Camp:

(a) Maximum number of NSS volunteer leaders and teaching community of the institution may be involved in conducting the camp.

(b) All NSS volunteers participating in the camp should be divided into different groups. Each one will undertake activities according to one's aptitude, educational qualification and skill. For example, one team can take up mass immunization against preventable diseases, another team can look after environmental sanitation and popularization of Gobar Gas Plants; yet another team can concentrate its work on provision of potable water or other activities chosen by the institution etc. each group may have a few local non-student youth so as to ensure local support on voluntary basis, and to ensure proper follow-up to the programmes during the term time.

(c) The management of the camps may be done through Committees which take care of various aspects of camp life. Punctuality and discipline should be emphasised. All the participants including the teachers should strictly abide by the camp rules and stay in the camp.

It is suggested that the following Committees may be formed for running the camp :-

- (i) Mess Committee : It will look after the food arrangements of the camp
- (ii) Programme Committee : To conduct the day-to-day activities of the camp
- (iii) Project Committee : To take care of the project work including supply of tools and equipment.
- (iv) Cultural Programme Committee : To arrange the cultural programmes in the way that all participants get opportunity to show their skill and talent. Group performance may be given preference over individual performance.
- (v) General Discipline Committee : It will look after the discipline in the camp.
- (vi) Reception and Guest Committee : It will look after the guests in the camp, and make necessary arrangements for their arrival and departure.

7. Duration of the Camp:

(a) The NSS camp will be of 7 days duration. The NSS volunteers are expected to be in the camp throughout the period, including on the inaugural day and depart from the camp only on closing day after valedictory function.

(b) Camps beyond 7 days may be organised by the Institution, subject to the condition that no additional finance will be made available. The additional



expenditure may be met by exercising economy in the camp expenditure. The camp may be extended by five days over and above the mandatory period of 7 days.

(c) In case an important project has been undertaken and it remains incomplete and it is very essential to the community, the NSS units may plan to organise a second camp to complete the project.

8. Lodging Arrangements:

(a) The lodging arrangements of the camp should be made in a building of the village or Panchayat school.

(b) In case of non-availability, a community building like Panchayat house etc. should be utilized for such purpose, with the consent of the influential people of the village.

(c) No camp should be held in the premises of the college/school. The NSS volunteers must reside in the adopted area where the camp is being held.

(d) Generally, slums in metropolitan cities are not convenient for the students to stay overnight during the project. In such cases, the arrangements for stay should be made in the institution itself (the colleges and schools are expected to adopt nearby slums). However, where this is not possible, 'Day Camp' can be organised. This provision is only for Urban Units, who find it extremely difficult to get suitable accommodation for campers. The approval of the Programme Coordinator may be obtained in advance for organising 'Day Camps'.

9. Board Arrangements :

(a) The mess should be managed by Mess Committee. The practice of giving the responsibility of food supply to a contractor should be avoided.

(b) Food in the camps should be simple but balanced. It should be at minimum cost and as far as possible, prepared out of locally available materials. Meals should be carefully planned with the assistance of such institutions and individuals having knowledge of food and nutrition as may be available in the State. The participants should also be explained about meal planning as an educational lesson; and its propagation among the local community should be an important extension activity of the campers.

(c) It should be ensured that the food served in the camp is not very much different from the general standard of the villagers living in the area.

10. Project WorkL:

(a) The projects should be selected as per the guidelines, after identifying the needs of the village/slums. No project should be undertaken, which is irrelevant to the needs of the village/slum.



(b) The project should be approved by the competent authority to avoid conflict at later stages. (c) The availability of the materials/equipments and technical advice may be ensured in advance for the success of the project.

(d) All efforts should be made to complete the project during the camp period itself. Every precaution should be taken not to leave the project incomplete.

11. Involvement of the Community:

Every effort should be made to involve the local people in project work. It must be explained that the work is for their benefit and therefore, they should contribute to it. If all the physical effort is done only by the students then the villages population may feel that the students are doing it to get a degree or some such benefit. The object of the programme should, therefore, be to involve the village population actively in rural welfare programmes and make them see that, by their own coordinated efforts, they could live a better and richer life.

12. Camp Programme:

(a) It is very essential to prepare a suitable schedule for the camp, so that it helps to develop a sense of discipline and devotion among the campers. As the camp is an occasion for establishing rapport with the community, it should not be treated as a picnic or excursion.

(b) No uniform schedule of activities can be suggested for a work camp due to considerable variety in the scope and content of the projects, the NSS units should ensure that various activities undertaken during the camp are so planned and organised that it ultimately leads to fulfillment of the objectives of holding a camp. In addition to some manual work, the camp should provide opportunity for community living, discussion in group and cultural activities etc.

A good camp can adopt the following daily schedule of important activities :-

- (i) Manual work for accomplishment of the project like construction of small village complex, sustainable development activities like laying out gardens, tree plantation etc. or any other project depending on local needs and priorities. : 5 Hours
- (ii) Discussion on topics like freedom struggle, characterbuilding, development of culture, family welfare, health and hygiene, national integration, eradication of social evils like casteism, regionalism, dowry, untouchability, alcoholism, corruption, gambling and superstitions, civil, social and national responsibilities of citizens, small savings, improved agricultural practices etc. : 2 Hours
- (iii) Cultural programmes/community singing in the evening : 2 Hours It is advisable that during the course of discussions on various topics and the



cultural programmes - maximum number of villagers/residents (irrespective of their age) are provided an opportunity to benefit from such discussion and cultural programmes. If some of them are unable to participate in the manual work, but are interested in discussions and cultural programmes, this may be encouraged. Cultural programmes, may, as far as possible, be of educative value with social messages. Efforts should be made to get some documentary films on development issues screened for the benefit of the community.

(e) It has been decided that as a part of the camp, the students should be taken to nearby projects with a rural development content like IRDP, NREP, ICDS, midday meals, adult literacy, village roads and sanitation, rural cooperative housing activity, dairying and animal husbandry, social forestry, soil and water conservation projects, and monuments of historical importance, to educate them about the cultural heritage as well as economic and technological advancement of the country. It would be necessary to spend a day for this purpose by economizing on the budget provided for Special Camping Programme and extending the duration of the camps by 1 or 2 days. Effective coordination has to be made with State Government and District Authorities to get all assistance in this regard.

13. Suggestive Model Schedule:

1. Waking Up - 0500 Hrs.
2. Morning Assembly and Physical Exercises - 0600 Hrs. to 0630 Hrs.
3. Break Fast and Collection of tools etc. - 0630 Hrs. to 0715 Hrs.
4. Project work 0730 Hrs. to 1230 Hrs.
5. Personal Hygiene - 1230 Hrs. to 1300 Hrs.
6. Lunch - 1300 Hrs. to 1400 Hrs.
7. Rest - 1400 Hrs. to 1500 Hrs.
8. Talks by eminent visitors followed by discussion - 1500 Hrs. to 1700 Hrs.
9. Community visit - 1700 Hrs. to 1930 Hrs.
10. Recreation and socio-cultural programme - 1900 Hrs. to 2000 Hrs.
11. Dinner - 2000 Hrs. to 2100 Hrs.
12. Review of Day's Work - 2100 Hrs. to 2130 Hrs.
13. Light Off - 2200 Hrs.



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UNIT - IV

Youth and Volunteerism

Youth is best understood as a period of transition from the dependence of childhood to adulthood's independence. That's why, as a category, youth is more fluid than other fixed age-groups. Yet, age is the easiest way to define this group, particularly in relation to education and employment, because 'youth' is often referred to a person between the ages of leaving compulsory education, and finding their first job. The United Nations, for statistical purposes, defines 'youth', as those persons between the ages of 15 and 24 years, without prejudice to other definitions by Member States.

Statistics show that India has the upper hand over other countries as 62 % of the population is the Youth. Young minds are known to be innovative and hard-working that will help in the development of the country. Youth can change the country only if proper opportunities in the various fields are given to them.

Our nation has been facing a lot of problems, and Youth has the power to resolve most of them. All the Youth of today need is a chance to prove themselves. Through many protests against corruption, rape against women, we have witnessed that the Youth have the power to unite individuals from various ethnic groups.

Issues and challenges for youth:

The role of the Youth is very important in the building of a nation. They can be a positive influence in society and can also solve the problem by introducing innovative and impactful ideas that will only help in the betterment of the country. They have the ability to create an identity for themselves, which will help in creating an impact.

In the midst of their strong and stubborn nature we realize the fact that there are several problems among the present day youth. These problems are most often psychological and are developed during their stages of development.



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The Youth of our country today are increasingly becoming restless and trying their best to make a difference, but it has not been enough. More effort should be made if we all want to end unemployment, poverty, corruption, and violence in the country.

Most of the problems facing today's youth are not restricted to any one ethnic or religious group, but affect young people generally. Most discussions on youth have focussed on issues such as drug abuse, crime, violence, sexuality and poverty. In addition to these, today's youth are afflicted by new challenges **Lack of Self-confidence, Quality Education, Peer Pressure, Home environment, Depression.**

The above indicates the challenges faced by youth today and may experience one or more issues at a time as these are interlinked. One of the major reasons for youth depression is the lack of self-confidence and self-acceptance. In order to develop a better environment and minimize the unemployment, proper guidance and support should be provided to the children along with the need to improve the quality of education. We need to develop the skills of youth today to fill the gap as well as encourage youngsters to become entrepreneurs to create more opportunities.

Problems are sign that there is hope for innovation and a better tomorrow. The pace at which world is changing is drastic. But the adaptation pace is comparatively very slow. From education system to the way market works, people seem scared of letting go of conventional and traditional ways of work. And between this tug war of traditional and modern approach, the one who grinds the most is the youth. Parents as well as coaches or mentors can play an important role in youth's lives and it is their responsibility to protect youth from these issues as much as possible. Help them with all possible support to create a better future.

People are beginning to realize and recognize serious concerns that our youth has to face today. There is no other way but to recognize, identify and find out remedies to such problems of



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them. The first step at solving a problem is to recognise it. Once we know where the gap lies, it can be filled. Parental guidance along with guidance by coaches can help youth resist peer pressure. All the youth needs is the support of their family and friends, and they can make our country great.

There is no other way but to recognize, identify and find out remedies to such problems of them.

Youth as an agent of social change:

Swami Vivekananda once said 'My faith is in the younger generation, the modern generation and out of them will come to my workers'. This quote describes the impact the Youth can have on society. Youth has the power to change the world. When the Youth is united, we can make the world a better place to live, and when we are divided, we also have the power to destroy the world.

Youth is the most dynamic and important segment of the population in any country. There are more than 1.2 billion young people in the world today, the largest group in history. Young people are key agents for social change, and are providing the energy, creative ideas and determination to drive innovation and reform.

Youth are the hope of the future of the world or in other words the future of the world lies in the hands of the youth. They are the pillars who build up the nations. They are the resources of our country and the development of our nation depends on their empowerment. They are productive and active people who are capable of large undertakings.

The Youth has the ability to bring a change in the country. They have the power to demand justice. For example, a mass protest by the Youth in Delhi for justice of Nirbhaya cases are some of the examples of the strength of the Youth. educational programs should be developed that aims to teach the young people from the school level the importance and the impact they can have on the country. They should be taught about how the country



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works and how it can be a significant part of the development of the country. Youth should be motivated to consider different career options such as politics, which eventually helps in running the country.

Volunteerism:

Volunteering is a way of giving back to the community while also developing essential social skills and gaining valuable experiences. If you wish to make a huge difference in the world around you, you will have to go all for it; you will have to go above and beyond what is asked of you. What makes one a good volunteer is their passion and enthusiasm to bring some kind of positive change through their work.

Needs and Importance of Volunteerism:

Volunteerism is an important, and increasingly popular, mechanism for young people to bring about positive change in society, and it is becoming more and more relevant as a mechanism to engage young people in global peace and sustainable human development.

Doing work that makes a positive difference in the lives of other people improves your mental and physical health. Volunteering can help reduce stress, **depression**, keeps motivated, and provide with a sense of purpose. It need not be a long-term commitment, one can help those in need in smaller and simpler ways too.

Here are some of the benefits receive from volunteering:

- ❖ **Volunteering makes social:** One of the most notable advantages of volunteering is the effect that one leave on the community as a whole. It permits to form a strong bond with those around you. Even a small act of kindness can make a real difference.
- ❖ **Volunteering boosts self-esteem:** Doing useful things for other people and the community gives a characteristic feeling of achievement.



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- ❖ Volunteering can advance your career: In case you're thinking about taking up another profession, volunteering can assist you with getting experience in your field of interest and meeting individuals in the same field. Volunteering offers you the chance to obtain significant abilities that are valued in the working environment, like collaboration, correspondence, critical thinking, management, and association.
- ❖ Volunteering helps in stay healthy: Volunteering can be significant for emotional well-being. It can help reduce anxiety, stress, and depression. Surely, the social contact which is a part of helping other people can profoundly affect volunteer's general mental prosperity. More seasoned volunteers are less inclined to foster stress and have better-thinking abilities.

The Youth stands to be either India's biggest asset or its biggest vulnerability. To deliver on this asset, it is imperative that India invests in its youth by skilling them, creating new jobs and providing them with opportunities (through volunteerism or otherwise) to develop functional and soft skills such as interpersonal skills, time management and the ability to present their thoughts and ideas; all skills that are important for young people to emerge as future leaders. At the same time, through volunteerism, India can also leverage on the immense potential of its youth in addressing the persistent and inter-generational developmental challenges that it faces. Studies have found that former volunteers have an increased sense of connection with their communities, and feel more empowered to help and participate in community life beyond the volunteerism experience. By widening participation, volunteerism addresses social exclusion while building a sense of ownership and community, and assists in developing a generation of young people who are willing to make a commitment to developing their communities and themselves. Volunteering provides a number of personal benefits to youth volunteers – from building social and support networks to giving young people more opportunities, choice and power. The idea of engaging youth to meet India's



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developmental challenges through youth volunteerism is not a new one, India has a rich history of people's participation through volunteerism by way of religious commitments, philanthropy, mutual aid and value systems embedded within Indian society.

In any nation, the youth represents the most vital and dynamic population element. Statistics indicate that developing nations with youth populations might experience significant growth in all areas of their economies. This can be done if they invest in young people's rights, education, and health. It is thought that the youthful minds of today will become the leaders, inventors, builders, and innovators of tomorrow.

Youth must be encouraged and given access to good health, training, and education to be influential leaders, inventors, and innovators who can change the world.
