AN EVALUATION STUDY OF NSS IN INDIA
2008-09

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Summary, Suggestions and Policy Recommendations

The Ministry of Youth Affairs and Sports, Government of India, has initiated this study to review the National Service Scheme at the National level. The study reviewed four aspects of the scheme: nature and spread of activities, its impact and sustainability; administrative and financial mechanism; training and motivational aspects. The input from this study is to inform further changes to rejuvenate and strengthen the National Service Scheme in India.

Sampling of the study was done in four stages. The country was divided into 5 zones, namely; North, South, East, West and Central and from each of these zones one state was chosen. Hence, Uttar Pradesh was chosen from the North zone, Andhra Pradesh from the South Zone, Bihar from East, Maharashtra from West and Madhya Pradesh from the Central zone. Out of the existing 6 union territories, Chandigarh was chosen.

Thereafter, two universities (One conventional and One Professional- Medical, Law, Engineering, ITI) were selected from each state by Purposive Sampling after consultation with the SLO's and RC heads of the participating states. Hence, a total of 12 universities have been covered under the study.

From each of these Universities, four colleges and two (+2) colleges were selected by Stratified Random Sampling to ensure that colleges from both Rural and Urban areas were selected. In states where +2 colleges were not there regular colleges were chosen. Thus, a total of 72 colleges formed the sample of the study.

From each of these colleges the Principal, Program Officer and 10 NSS volunteers, associated with NSS for more than 1 year (currently 2nd and 3rd year students of the college) were selected by Purposive Sampling. In case of co-education system, 5 Girls and 5 Boys were chosen. Similarly, 5 people (3 key informants and 2 commoners) were purposively chosen from the community being adopted or being served by the NSS Unit of each college. For the Focused Group Discussion (FGD) another set of 10 students and 10 community people were selected purposively.

At the university level, the Vice Chancellor, the Finance officer, the University, District coordinator and Area Coordinators (wherever applicable) of NSS were interviewed. At the district level interviews were conducted with the District Magistrate (DM), NCC Brigadier and organizations working in youth and allied areas.

At the State level, interviews were conducted with the NSS State Liaison officer, Regional centre head, TOC/TORC coordinator, Governors of states, State ministers and government officers working in the area of education, youth and finance.

At the National level interviews were held with the Joint Secretary of Ministry of Youth Affairs and Sports, Director P.A. cell, Deputy Program Advisor P.A. cell. Besides, the Directors of National level Youth organizations like Nehru Yuva Kendra Sanghthna, Vishwa Yuvak Kendra and Associations of Indian Universities (AIU) were also interviewed to get their perspective on NSS.

Hence, the study had covered a wide range of respondents directly and indirectly associated with NSS to assess their views and perspectives on various aspects of NSS.

We present salient findings and recommendations emerging from this study.

7.1. Major Findings

7.1.1. Socio-demographic Profile of the Respondents

Almost 73 percent of NSS volunteers were having annual income within one lakh rupees. This shows that most of the NSS volunteers are coming from relatively poor economic background. Almost 98 percent of the NSS volunteers came within the age group of 25 years. Female and male NSS volunteers formed 53.7 percent and 46.3 percent of the student volunteers respectively covered under the study. Almost 52% of the students belonged to the general category followed by OBC (31.4 %), SC (12.7%) and ST (4.1%). Out of the 723 NSS volunteers selected for the present study, a very large number of

volunteers belonged to Hindu religion (87.4%) followed by Muslim (3.9%), Christian (3.2%) and other religions (5.5%).

Almost 76 percent of Programme Officers were above 35 years old and have several years of experience as teachers in degree and junior colleges. Out of 71 NSS Programme Officers covered under the study 46.5% were Post Graduates, 36.6% were Ph. Ds, 8.5 % were M. Phil and 5.64% were M. D. Out of 71 NSS Programme Officers 64.8% were teaching in Degree colleges, 19.7% in Junior colleges and 11.3% taught at both Degree and Junior colleges.

7.1.2. NSS Activities-Planning, Implementation, Impact and Sustainability

The major findings of this section centers around six basic components: NSS activities, planning, implementation, impact, evaluation/follow up and sustainability.

7.1.2 (a) NSS activities (Regular and Special Camping)

The major NSS regular activities undertaken in all the states were: Disaster Management program, Blood Donation Camps and Thalessemia detection; Celebration of International Youth Day, National Youth festival, Teachers Day, Ganpati Immersion, NSS Day, International Non Violence Day, Celebration of Gandhi Jayanti, Children's Day, World Aid day and Republic Day; Pulse Polio Drive, Leadership Training, Tree Plantation, Awareness through Street play, Women Empowerment, National Integration and Non-Discrimination, Cleanliness campaign, Rain Water Harvesting, Indradhanush, Governor's continuous Blood donation Scheme, Youth Exchange Program, Nirmal Gram Swachatta Abhiyan, Youth for Disaster management, Water Literacy, Adolescence and Reproductive Health, Youth For Cleanliness/Total Sanitation, Education and Recreation, Environment Enrichment and Conservation campaign, Gender Justice and Women Empowerment, National Integration and Communal Harmony, Consumer Guidance, HIV/AIDS Awareness Campaign, Health and hygiene, Nutrition and Awareness of Various Diseases, Red Ribbon Club, Children's Day- Health camp, HIV/AIDS

Awareness Campaign, Health and hygiene, Nutrition and Awareness of Various Diseases, Malnutrition survey (Bengal test study).

Regular activities were found to be very conventional, routinised and thrust on the colleges. The Government departments and agencies supported the NSS activities especially during the special camping programmes. For instance, the local self-government institutions collaborated with the volunteers to promote the concept of Sanitation. They demonstrated toilet construction and made people aware of the benefits of proper sanitation. Major help was extended to all the programmes by Senior NSS authorities.

7.1.2 (b) Planning

Majority of the students were aware of the stakeholders involved in the planning process. The Students and PO's believed that it was Programme Officer with active participation of the students who planned the programmes. The Programme Officers plan, guide and coordinate the events along with the Principals who suggest, guide and support the activities. The community members and the collaborating agencies played very limited or no role at all in the planning process. The study found several instances where principals played a critical role in making the NSS programmes planned and implemented.

7.1.2 (c) Implementation

The evidence from all states suggested that majority of the students covered the stipulated regular activities within the given time frame of 120 hours. Institutions in Maharashtra State seem to have done better in terms of planning and undertaking regular activities within the stipulated 120 hours, while there were instances colleges unable to complete 120 hours of the programme. However, here the issue was the nature of activities undertaken and quality of its implementation. Some of the key observations emerging from the study were:

- The focus geographical areas usually adopted by the colleges were villages, but there were colleges without any identified focus area.

- Cleanliness was the major activity conducted in the community followed by health awareness programme. Constructive work like road making and repairing, bunds building, cleaning of water harvesting structures etc dominated selection of activities for camps in rural areas.
- Resources and contribution required for the special camping programme came from the colleges as well as the communities.
- In almost all states, NSS volunteers played an important role in rescue and relief activities in disaster situations. In a few locations, the volunteers were involved in rehabilitation and reconstruction activities following disasters. There is evidence to conclude that the training volunteers receive through NSS enable them to serve the needy.
- The NGOs are rarely linked with NSS programmes and this needs to be addressed. This is consistent with the situation in the country that the interface between educational institutions and NGOs is very limited. Traditionally the health programmes implemented by urban civil society organizations sought support of the NSS volunteers. Addressing serious social issues did not bring NGOs and NSS programmes together. There is a general feeling that the NGO's might use the volunteers for their own promotion.
- The level of community participation was related to the nature of relationship of the programme with the area. In situations where the college adopted and visited an area regularly, the nature and level of community participation was better. People appreciated contribution of the students and colleges in situations of long term engagement and involvement of the programme with issues beneficial to the people – literacy, information provision and awareness creation, health camps and similar social welfare initiatives.

7.1.2 (d) Impact

It is rather difficult to assess impact of NSS activities in the lives of volunteers and community or area in the absence of understanding of the baseline situation. Two programmes – Literacy, Health campaigns and disaster relief stand out as meaningful interventions.

The students gained significantly through their involvement in NSS programmes in the form of personality development - personality skills like confidence and communication increased because of working in the community. Students acknowledged that the NSS had positive impact on them by nurturing their skills in relating to and communication with the people. This effect was pronounced in Chandigarh and Maharashtra, as compared to the other states which showed least impact. Placement agencies and communities preferred to continue allowing NSS volunteers to work with them.

NSS was considered important to the stakeholders – student volunteers and community - because it developed the personality of the students, it also supported development in the communities. A special theme for the camping was "Healthy Youth for Healthy India", the effect of the campaign on the communities indicated that in majority of the states focus of work was on health related issues; such programmes did well in imparting knowledge and awareness amongst the women on health and sanitation issues.

7.1.2 (e) Evaluation/Follow up

This section refers to the follow up of the activities at various levels. The RC, SLO and TOC/TORC paid 50 visits annually to the special camps. Coordinators pay fewer visits to these camps. Senior functionaries visit the camps to monitor and supervise work and provide guidance wherever required. The SLO's were the ones who confidently spoke about the evaluation of the programme, while others were not sure about this method. One of the deficiencies of this programme is proper Monitoring and Evaluation. Significant number of respondents did not have any answer to this query. Evaluation took place in few places but the uniform pattern was not followed everywhere. The benchmark used to evaluate the NSS varied from one stakeholder to the other. It also varied across locations. Observation visits and interaction with students and community were the most common methods of evaluation. Majority were of the view that they monitored the programmes and gave guidance to the volunteers wherever necessary.

About 50 percent of the TOC/ TORC's did not have any role in the evaluation process. The Program Officers and Community members assessed the NSS activities and found them contributing to the society and personality development of the volunteers. As reported by the community, the follow up of the activities done during special camping was not done by the students. All the SLO's except one found NSS to be very important as they perceived this as a wonderful youth programme. It was also thought to be a preparing stage for personality development and instilling leadership skills. At the same time it also gave the opportunity for the students to work for the nation.

7.1.2 (f) Sustainability

Though NSS is working well in few places, sustainability of impact derived from its activities depends on a number of factors. In a situation where areas change every year, the continuity of work is not ensured and hence the impact is not sustained. In colleges where the Program Officers continue and there is a strong institutional support the impact of the program is sustained.

As far as the volunteers are concerned the change is significant in a small proportion of them, and others carry positive benefits of volunteering to guide them in life. The value of volunteerism is not stressed in all colleges but the learnings from some of the colleges are worthy of reflection. The privilege of access to college education and opportunity for accumulation of information and knowledge that the youth have, are shown to impose certain obligations on them to serve the society. A sense of responsibility is instilled amongst the youth by the processes of value education some of the colleges impart. Many volunteers have gone on to work with several campaigns in the country which are seen as tangible outcomes of a value based volunteerism instilled by NSS programme at the college level. This learning and experience of volunteerism can be strengthened in the redesigned NSS Scheme.

7.1.3. Administrative and Financial Mechanism

7.1.3 (a) Administrative Mechanism

NSS advisory Committee at the college level is responsible for planning and executing various NSS activities. Out of 723 NSS Volunteers covered under the study, 67.6% were aware of the existence of the NSS College advisory Committee. A small section of NSS volunteers (12%) responded that they faced some specific administrative problems like, "Not getting proper information about NSS programmes" and "Not getting traveling allowance on time" during the course of their NSS activities. Programme Officer is the Member Secretary of College NSS Advisory Committee. In the present study, around 20 percent of the Programme Officers were not aware of the existence of NSS Advisory Committee in their college. This is clear indication of the non constituency of NSS advisory committee in these colleges. The College principal has to be the Chairperson of the NSS College advisory Committee and responsible for calling at least four meetings in a year. With respect to attending NSS college advisory meetings, only 26.5% of the principals reported that they attended all the meetings.

In all the selected states, NSS comes directly under the State Minister for Higher education, except in **Bihar** where it comes under the Minister for Arts, Culture and Sports. The absence of SLO, District Coordinators and TOC/TORC makes the NSS administrative structure of Bihar weak and different from all the other states covered under the study. In **Madhya Pradesh,** TOC is non-functional and the SLO is not having proper office and required staff. **Maharashtra** is one of the better performing states with regard to NSS activities and it is the only state which has Area Coordinators for the smooth and effective implementation of NSS programmes. Out of the 30 NGOs covered under the study, 73.3% of them were not aware of the administrative structure of NSS.

The ex-NSS officials suggested that there should be better supervision of the activities and the NSS volunteers should be given incentives similar to those given to the NCC students so that their motivational levels are kept high. Out of the three TORCs and three TOCs covered under the study, TORC-Maharashtra and TOC-Uttar Pradesh do not have

a permanent status. Another two TOCs and TORCs reported the absence of grievance redressal in the administrative structure of NSS.

7.1.3 (b) Financial Mechanism

Out of 723 NSS volunteers covered under the study, 71.2% of them were not aware of the budgetary allocation of their NSS unit. The concept of self financing unit was not known to 73.7% of the NSS volunteers. Out of the 71 Programme Officers covered under the study, 91.5% were of the opinion that the existing budgetary provisions are not sufficient to run all the activities.

Three-fourth of the Programme Officers were not in favour of self financing units. Around one-third of the principals were in favour of self financing NSS units. Out of the six Heads of Regional Centres, four of them stated that there is a shortage of funds and the funds are not released on time. Three of the Regional Centre Heads- Andhra Pradesh, Chandigarh and Madhya Pradesh, were in favour of Self financing NSS units. Out of the five State Liaison Officers covered under the study, three of them stated that there is a shortage of funds and the funds are not released on time.

All SLOs were in favour of self financing NSS units, except one from Andhra Pradesh. Out of the 30 NSS Coordinators at University, District and Area levels covered under the study, 60% reported that the existing funds are insufficient to run all the activities. At the same time, 83.3% of them reported that they were not in favour of self financing units. Six out of ten Finance Officers covered under the study were aware of the concept of self financing NSS units and two of them were in favour of self financing units.

Four Vice Chancellors covered under the study were of the opinion that it is very difficult to run the existing NSS activities with the allotted funds. Out of six TOC/TORCs covered under the study five of them were not in favour of self financing NSS units as the scheme is from the Central Government.

Generally, self-financing NSS programmes have done well as it implies better support from the administration. This aspect needs further exploration. Money allocated to NSS needs to be increased in order to enable colleges to implement the programme better.

7.1.4. Training

The TOC's/TORC's of the sample states included TORC-TISS, TORC-Delhi, TORC-Chandigarh, TOC-Lucknow, TOC-Bhopal, TOC- Ahmednagar, and TOC-Vishakhapatnam. The prime mandate of TOC's/TORC's is to organise training program and Field Action. Research is an important mandate only of the TORC's.

7.1.4 (a): Role of the TOC's/TORC's

All the TOC's/TORC's of the sample states were successfully performing their role of organizing training programs both in terms of the number of trainings (5 Orientation and 3 Refresher) and the number of participants (minimum of 280 Programme Officers).

All the TOC's/TORC's, except TOC- Vishakhapatnam and TOC- Lucknow organized field action projects. Among the three TORC's, TORC Chandigarh did not undertake any research as it has recently assumed the status of a TORC.

Most of the TOC'/TORC's were involved in innovative NSS activities mainly in terms of providing academic and training support; as an advisory committee member and in terms of making field visit and interacting with the volunteers. TOC's/TORC's were also involved in making visit to the camps and delivering lectures. Besides, they were even involved in the planning of NSS activities and other NSS initiatives like SRD, NRD and Leadership Camps. All the TORC's/TOC's except TOC Lucknow was involved in the evaluation of work done by the PO's. Fifty percent (50%) of the TOC's/TORC's collaborated with an external agency for training.

Even though nationally there is a large number of untrained Program Officers, yet in the states where the TOC's/TORC's are present, the number of trained program officers are more than the untrained, except in Uttar Pradesh.

Hence from the above information one can conclude that the TOC's/TORC's are fulfilling their roles and responsibilities quite well and are contributing quite a lot to the successful implementation of the NSS activities.

7.1.4 (b)Trainings: Content, Methodology, Number of Resource persons etc.

The content of training program of the TOC's/ TORC's was found to be the same as that mentioned in the manual, except in some instances where sessions were based on local needs of the participants. Talks/lectures, PPT, Film shows and street plays were the most popular training methodology used by the TOC's/TORC's.

The TOC's/TORC's invited an average number of 10-22 resource persons for the Orientation Courses and 5-15 resource persons for the Refresher Courses. The number of participants for the OC's ranged from 35-50, while the number of participants for the RC's ranged from 35-40.

Majority (83.3%) of the TOC's/TORC's felt that there was a need for conducting specific certificate/ diploma courses for the Program officers. The same was felt for the higher officials by most of the TOC's/TORC's (66.7%). The themes for these courses ranged from personality development, disaster management, youth development and empowerment etc.

Majority of the TOC's/TORC's didn't feel the need for conducting additional training program for the NSS PO's. All the TOC's/ TORC's except TORC Chandigarh felt that the NSS trainings should be made equivalent to the UGC Refresher course as this would give some academic incentive to the PO's and would also give value to the time invested by them.

Across the states hardly any student underwent Orientation on NSS which should be compulsorily given to them after joining NSS. Maximum number of PO's underwent the NSS Orientation course, and very few underwent the Refresher course. The content of training for the maximum number of Students and PO's was NSS Orientation. This is

mainly because the most common training imparted to the students is the Orientation Course organized by the PO's, and for PO's again it is the Orientation course organized by the TOC's/ TORC's.

The most popular methodology employed for training were talks and group discussion both in the case of students and PO's. This was followed by Posters, PPT/OHP and film shows. The maximum number of trainings attended by the students had resource persons in the range of 3-5. For PO's the maximum number of trainings had more than 11 resource persons. The number of participants in the maximum number of trainings attended by the students and PO's were in the range of 26-50.

The maximum number of respondents including PO, Principal, TOC/TORC and Ex-official felt that the NSS OC and RC should be made equivalent to the UGC Refresher course mainly because this would motivate the PO's, enhance their self esteem and would give value to their time invested in training.

Various NSS Stake holders including Principals, Regional Centre heads, and TOC/TORC employees were involved in the evaluation of work done by the PO's. Out of these, the TOC's/TORC's were involved in this work in a big way. The mechanism used for the evaluation included feedback and supervision.

Most of the NSS stake holders like Principals, Regional centre heads, SLO's and TOC/TORC employees felt the need for conducting specific certificate/ diploma course for the NSS Program officers on themes ranging from personality development, disaster management, youth development and empowerment etc.

While most of the RC's, SLO's and TOC/TORC's felt the need for conducting additional training programs for the NSS PO's. Very few Principals and VC's felt the same. This depicts the lukewarm attitude of the VC's and Principals towards NSS.

While majority of the RC's, SLO's, Coordinators and Ex- NSS Officers felt that additional trainings were required for the PO's besides the RC's and OC's. Some of the Principals, NSS Coordinators and Ex- NSS officers felt that the OCand RC's were good and useful and should be continued.

Some Principals of colleges and most VC's of Universities and coordinators felt the need for organizing specific training programs for officials of their levels. These should be organized on themes like Administrative and Finance Maintaining, Information of NSS, Issues concerning NSS, Social Problems, Technical training in social work etc.

In order to improve the trainings suggestions ranged from improving the quality of resource persons, to increasing the number of trainings to proper planning of the programs. This included conducting it at a point of time when maximum Program officers could participate.

7.1.4 (c) Issues pertaining to Training

The major constraints which prevents the TOC's/ TORC's from delivering good quality trainings are financial constraints, infrastructural problems like unavailability of training halls and accommodation, lack of competent resource persons, lack of cooperation from higher officials like the Principals and SLO's. Many a times the grants to the TOC's/TORC's don't reach on time from the Ministry. Some times the delay is for several years. Other constraints which prevent the TORC/TOC from delivering quality trainings are issues related to their staff which includes the policy of adhocism, lack of upward mobility, pension, PF, Medical benefits and other benefits for them.

7.1.5. Motivation

Motivational incentives for students across the sample states are present in the form of certificates, extra marks, weightage in admission to PG courses, jobs etc. Motivational incentives for the PO's and other officials are present in the form of awards, name and fame, networking avenues, out-of-pocket allowances etc.

Majority of students joined NSS out of self motivation which was driven by a desire to do social service. This is quiet contradictory to the findings emerging from qualitative data where in it was found that the students mostly join NSS for the sake of certificates and marks and were not motivated to join NSS out of a desire to do social service.

Majority of PO's joined NSS as they were forced by their Principals to do the same; they were not motivated on their own. On the other hand, the NSS Officials of the higher order like the Program Coordinators, RC heads, TOC/TORC official, Ex-NSS officer joined NSS out of a desire to do social service which emerged out of self motivation.

Most of the students reported of continuing in NSS for the sake of doing social service. Some also reported of other reasons like name, fame; networking avenues; certificates etc.

Social service was the most important reason that was listed by the NSS officials including POs, Regional Centre heads, Coordinator and TOC/TORC official to continue in NSS. This was followed by other reasons like: name, fame and networking avenues.

While the maximum number of students, PO's and Coordinators were happy with the existing incentives of NSS; RC's and Principals were not. This is mainly because all the existing incentives in NSS cater only to the students, PO's and coordinators. The RC's and Principals don't have any direct benefit out of NSS, mainly in terms of awards.

Additional incentives as demanded by the various categories of NSS Stake holders includes Reservation in Higher Education and jobs and increased financial allocations for NSS. Some also demanded for more motivation in terms of freedom.

7.2. Suggestions and Policy Recommendations:

The NSS has been a well intentioned and an ideologically motivated scheme of the Government of India. The value orientation is to instill an obligation of community

service, while promoting self-growth in the youth. The notion of volunteerism is inherent in the scheme – young people are motivated to share their knowledge, skills and opportunities with the people less privileged than themselves. And in the process create committed and self-reflective citizens prepared to contribute nation building and development through their chosen vocation. This scheme has performed well in locations and institutions with leadership and individuals committed to contribute to public good; a sense of contribution to creating a just society was inherent in a few colleges.

India is and will remain for some time one of the youngest countries in the world. This "demographic dividend" is seen as offering a window of opportunity to accelerate the country's rate of growth. The population in the 15-24 age group grew from around 175 million in 1995 to 190 million in 2000 and 210 million in 2005, increasing by an average of 3.1 million a year between 1995 and 2000 and 5 million between 2000 and 2005. In 2020, the average Indian will be only 29 years old, compared with 37 in China and the US, 45 in West Europe and 48 in Japan. A population "bulge" in the working age groups, however large the total population, is seen as an inevitable advantage characterised as a "demographic dividend". But if the "window of opportunity" available when the population bulge enters the working age groups is to result in an acceleration in growth, the processes of development which in part created this bulge must have been such as to ensure that the quality of those entering the workforce is of the desired level and that these workers find employment opportunities as and when they enter the labour force.

The country is committed to substantially enhancing the proportion of youth entering higher education in the XIth Plan. The twin advantages of higher number of young people in the society and in the education system needs to be better harnessed to provide for the overall wellbeing of all the people. The NSS is a great opportunity to reach out to growing number of young people to build their self-growth and a vision of creating a just and equitable society. It is in this context that the NSS must be seen as an opportunity to groom youth confident of themselves with empathy and responsibility to the people and the nation. The young people are willing to learn and are looking for opportunities to contribute to the common good of the society.

Some of the core attributes of the repositioned NSS could be:

(i) expose leadership of universities and institutions to the imperative of creating an informed, just, free and equitable society, and shape NSS as an instrument for building character and confidence among the youth to work towards creating such a society;

(ii) regulatory bodies such as UGC, AICTE, MCI and others make it mandatory for the institutions – public and private funded - to create and offer NSS programme;

(iii) the NSS should aim to reach out willing and committed students within educational institutions – motivated students will better serve as ambassadors to instill a sense of volunteerism amongst the student community;

(iv) make it mandatory to integrate NSS as part of the curriculum and designate regular space in the timetable and defined period for outreach work for all public and private funded universities, colleges and institutions. Summer and winter vacation can be suitably reworked to provide space for outreach activities. All universities and institutions will eventually move to semester system, and suitably working the regular timetable and making provision prior to start of summer and winter vacation can ensure opportunity for the youth the participate in and benefit from NSS.

(v) motivate privately funded institutions to introduce NSS and finance it from own resources. The private sector accounts to 90% of seats in most of the professional streams – engineering, architecture, medicine, pharmacy, management, and others. It is important that the privately funded institutions introduce and support NSS, and because the students attending these institutions have right to participate in social service and self-development.

(vi) students who do not join NSS can opt for other programmes like NSS, sports, campaigns and others;

(vii) core support for the NSS to Central and State Universities must come from the Central and State Governments.

(viii) there are several State Government funded universities and institutions with capacity to finance the NSS from own sources – through income generated from distance education, contribution from corporate sector (each college / institution can link up with an appropriate industry / business venture - those business / industry that does not pollute the neighbourhood or violate rights of the people) for support. Industry networks such as FICCI, CII, NASCOM, and industry chambers have capacity to motivate their members to support character and confidence development programmes such as NSS.

The suggestions and recommendations falling under the broad areas addressed by this study are presented below:

7.2.1. NSS Activities- Planning, Implementation, Impact and Sustainability

(i) It has been identified that non-performance of NSS is largely due to the weakness in the regular activities. Regular activities' being so varied diverts the concentration. Therefore, it is suggested to limit the activities and to be more focused. These activities may be organized in such a way as to keep the continued touch with the adopted village/community. This continued interaction may be able to generate involvement of the community.

(ii) The NSS unit may be allowed to have its own choice about the programme activities within the broad framework of the programme. Local people and organizations may also be consulted to help facilitate the work.

NSS activities should be more focused towards utilizing the knowledge and skills of volunteers for rural development and urban community development and less focused on manual labour. Of course sensitizing the young people of the value of labour and issues involved in manual labour is an important task.

(iii) The scheme keeping in view its very composition of a floating student population will have to explore methods of integrating its work closely with the existing

Government / Voluntary agencies working in the local areas; to provide for continuity of work.

(iv) College Principals are an important factor in the NSS programme. Thus they require exposure to NSS. TORCs can bring together Principals from colleges to share their experiences, difficulties and concern for NSS. Similarly higher officials also do not have enough opportunity for enrichment through programmes. These key personnel must be exposed to the notion of volunteerism and the role of young people in nation building. The notion that young people in the educational system are in a much better position to interface with out-of-school and out-of-college youth to transfer information and knowledge must be appreciated. In the new social, economic and political context where the youth are disaffected with the state institutions and responsibility holders and exhibit greater tendency to seek justice through violent means, there is urgency to channelise energy of the young people to addresse issues of poverty and injustice through peaceful means. Better informed young people can make programmes that benefit young and aged such as ICDS, NREGA, NRHM and others to work well.

(v) There is a greater need to inform and prepare the communities prior to embarking activities in their areas. The volunteers must stay in the villages and slums to be able to better understand the condition and appreciate the struggles of the people to derive a dignified living. In the new social and economic context such an appreciation will add significant value to education.

(vi) Though Government of India permits 20 hrs to be allotted to orientation/review and all colleges provide this to their students, it appears that the time actually devoted to orientation/review may not be 20 hours. Colleges need to give a fresh look to the quantum of time devoted for this purpose and the quality of inputs during such sessions so as to facilitate student's learning. This can be better done by integrating NSS as part of regular timetable and providing block time for outreach work. The NSS must become part of the curriculum, and this is true for

all streams of education. In fact students from engineering, medical, pharmacy, arts, science, social science and other streams can work together with communities. Such an interlinked work will enable students to learn from each other and also promote collaborative work providing broader knowledge to the people. Such coordination can be worked out amongst the colleges in the neighbourhood through consultation and better planning of timetable.

(vii) Adequate time needs to be provided to the volunteers for completing the required activities in a year.

(viii) The ongoing process of planning does not receive adequate attention in the implementation of NSS. Though the Advisory committees are formed at college level they are not taken seriously and the major lead is taken by the PO. Although the community membersare part of this committee they hardly come to the meeting and thus their contribution in this aspect is minimal. The planning should take place at the local level taking into consideration the community, its problems and possibilities and the volunteers, their resources and limitations.

(ix) The extent of students learning from the field work depends on whether they know the purpose and context of their assignment. It would be advisable to conduct a general orientation programme and also a special programme for a day or two before the camp so that students know what they are expected to do.

(x) NSS operation at the college level must be pre-planned as far as possible with specific time schedules covering all the basic ingredients. There should be a conscious effort to involve the NSS volunteers in all activities in the process.

(xi) For proper planning and implementation of the programme, the Programme Coordinators should ensure the constitution and operation of the advisory committees on a regular basis at the college level.

(xii) The Programme Coordinators should also ensure that every college adopts an area for the special camping purpose

(xiii) In case of special camps the adopted area should be worked upon for a reasonable time period depending upon the need of the village and assessed on the basis of survey and research. The volunteers can learn to collect, analyse and interpret data. Students from all streams are capable of and would be interested in generating and using data.

(xiv) There needs to be a strong thinking in terms of deciding the location of work for the regular activities. Besides, the location should be adopted on a long term basis to ensure the continuity of work.

(xv) Each college should have a small sub committee of NSS for disaster relief, so that it could initiate quick action in any calamity. The NSS volunteers can form the frontline force to provide relief support in disaster situations. With some additional preparation youth in colleges and universities can fill in an important vacuum in disaster relief and support activities.

(xvi) Supervision, monitoring, and evaluation are found to be the weakest component of this scheme. For the programme to run successfully the Government should develop activity mapping and benchmarking tools on regional and local basis to evaluate the programme.

(xvii) TORC's could be involved in the evaluation at various levels.

(xviii) Though the colleges do provide for some kind of follow up, there needs to be greater emphasis on the follow up part of the programme. The follow up of the special camp can be done through regular NSS programmes. In this context the State Government must seriously consider giving free/concessional bus or train passes to students going on such work.

(xix) It will be advisable to utilize the non-student youth population from the local community in special camps, so that they could take the lead in follow up. The Government may provide additional quota for the support staff in which these youth can be included. Such a linkage has enormous potential for change. Youth in the community can also continue with the work initiated during camps and other programme in the community.

(xx) It has been felt that due emphasis has to be placed on working with people, rather than for the people. In other words the evaluation indicates that the people's participation in the projects undertaken by NSS is limited. Several NSS units function in regular activities without making any sustained efforts in establishing contacts with the community. This need not be the situation, and can change with better planning, coordination and follow-up.

(xxi) It is observed that only at few places linkages are seen between the NSS operation and the other developmental programmes, carried out by various Government departments. From the perspective of the sustainability of the activities it is very essential to have these linkages. The State level NSS officials should find viable areas in their programes in which the volunteers can participate.

7.2.3 Administrative Mechanism of NSS

1. The current Administrative structure of NSS is vertical in nature and has a top-down approach which hinders the flow of information; consequently the process of decision making gets delayed and comes in the way of effective implementation of various NSS activities. Hence, a horizontal structure that can facilitate the flow of information and speed up decision making process so that the activities can be implemented with greater efficiency. For this purpose, Universities may be empowered to administer the NSS activities with guidance from Central and State governments.

2. It has been found that some colleges did not have NSS Advisory Committee which affected the proper planning and effective implementation of various NSS activities. Hence, sanctioning of NSS grant to a college may be linked to the existence of Advisory Committee at college level.

3. NGOs that are known for their good work at national and international levels and are also working with NSS volunteers may be encouraged to contribute more towards reaching the goals of NSS.

4. TORC/ TOC play a most valuable role in the NSS – to build value framework and capability for voluntary community service. The TORCs and TOCs should be treated as important component of the NSS and provided support. Strong TORC and TOC can add significant value to the NSS. Their position in the Organogram should be clearly defined.

7.2.4. Financial Mechanism of NSS

1. An amount of Rs.160/- per volunteer per annum is earmarked for expenditure on regular activities. Out of Rs.160/- an amount of Rs.30/- or Rs.20/- per volunteer is to be spent on establishment /administrative expenditure at University +2 level. Similarly, an amount of Rs.30/- per volunteer is incurred on establishment at college/school levels (NSS Manual, p.113). From the above directive given in NSS Manual it is clear that almost Rs.60/- is spent on establishment /administrative expenditure at University and college levels from the meager sum of Rs.160/- earmarked for annual expenditure for regular activities. A practically effective accounting system may be developed to save some of the administrative expenditure so that more money will be available for NSS activities.

2. All NSS volunteers should be given information regarding the financial allocation for their unit.

3. The budgetary allocation could be revised taking into account travel, food, accommodation, preparation of information and communication materials and other expenses. The allocation should be sufficient to meet the expenditure incurred in connection with various NSS activities at current price levels.

4. All private sector institutions could be asked to initiate self financing NSS units. Colleges with independent resources can also start self-financing units.

5. The idea of fund raising from business and industry could provide for sustaining programmes beyond what can be done with core funding from the government. The TOCs and TORCs can integrate the element of linking with business / industry / foundations and other sources for mobilizing resources to support NSS work in the training program.

6. The budgetary allocation of TOC/TORC is not enough to meet the training needs and hence should be enhanced.

7.2.4. Training

1. Number of TOC's/ TORC's should be increased. It should be mandatory for each state to have a TORC/TOC.

2. TORC/ TOC to be opened on an urgent basis in Bihar and Madhya Pradesh.

3. As soon as a Programme Officer is appointed he/she should be sent for compulsory training, after which he should be given the charge of his/her work.

4. All the NSS volunteers must be given a compulsory orientation on NSS, and follow up information on a continuous basis

5. TORC/TOC should be consulted for deciding the curriculum and methodology of all the NSS training programs organized by the SLO, RC and University Coordinators etc.

6. POs refresher course should be made equivalent to the UGC refresher Course mainly to give them additional incentives and upgrade their qualifications.

7. Specific Certificate and diploma courses to be organized for the PO's on themes ranging from personality development, disaster management, youth development and empowerment etc. Additional training programs should be conducted for the Programme Officers

8. There is a great need to organize trainings for officials like Vice Chancellor, Principals and Programme Coordinators of NSS.

9. A clear cut demarcation of work could be defined for the TOC's and TORCs'. A few advanced training could be offered by the TORC's, besides they should focus more on research and documentation. The OC's and RC's for the Programme Officers should be taken by the TOC's.

10. The number of OC' and RC's should be increased as they are not enough to meet the deficit in training across the country. The quality of trainings can be improved by improving the quality of resource persons. A list of trainers in each of the TOCs and TORCs can be prepared and shared amongst themselves. The training materials prepared by these centres can be shared freely. Institutions with access to video conferencing facilities can use common resource persons. Some of the motivational resources need to exchanged.

11. Programmes should be organized at a proper time to ensure maximum participation by the PO's. Eg. They should not clash with the vacations and student examinations.

12. The training budget should be increased. The allocated budget of Rs. 75 per day is not enough to meet the expenses of the present times. Similarly, the honorarium of Rs. 200 per session for the guest resource person is too less. There is also no provision for TA/DA for the resource persons. The budget should be made equivalent to the UGC Refresher course.

13. The grants from the Ministry should be released on time. Many a times the grants reach the TOC's/ TORC's very late, as a result of which the entire training cost has to be borne by the parent institution which is a burden for them. Pending grants with the government should be settled with immediate effect. The TOCs and TORCs face acute problems in meeting training costs as many of them have accumulated large deficit and looking forward to receiving funds from the ministry.

14. The Principals of colleges need to plan training space for POs and release them to join training programmes on time.

15. The staff related issues of the TOC's/TORC's should be sorted out on an urgent basis. The staff of TOC's/TORC's should be made permanent as the programme really gets hampered by the ever changing staffs. They should also be provided benefits like Medical reimbursement, CPF, LTC etc.

16. The TORCs and TOCs need support from colleges and universities to receive POs

17. Training should be given sufficient weightage by the Govt., SLO's and Regional Centres.

7.2.5. Motivation

1. The educational institution must provide options to engage in various activities that promote self-development with value orientation – address poverty and injustice, promoting peace and security, environmental sustainability and others. Voluntary

association can strengthen value realization of each of the schemes (NSS, NCC, Sports, literacy program, neighbourhood peace committees, etc). This could be done by delineating regular time in the timetable. NSS should be included as part of the curriculum at the college and +2 level.

2. Incentives in terms of preference in jobs, extra marks, certificates etc. needs to be provided to the NSS volunteers. But such incentives will become irrelevant when it is made mandatory for all the students and they are motivated to participate in NSS.

3. NSS should be made one of the schemes amongst the basket of self-development schemes.

4. Awards should be introduced for NSS stake holders of all levels including SLO, RC and TOC/TORC.

5. NSS volunteers should be involved in planning activities they are supposed to be involved in.

6. NSS should be made more attractive to arouse the interest of the students. Uniforms could be introduced for the volunteers.

7. The spirit of Community Service needs to be implanted among the students through NSS, only then they would be motivated to work with NSS sincerely.

8. The pocket expense for all the NSS stake holders needs to be revised and revamped keeping in mind the rising costs. This would motivate them further.

9. The award screening process should be made more transparent and recommendary as against the current process of application.

10. Leaving aside a few universities there is no incentive for encouraging the outstanding NSS volunteers. In this regards, group insurance and travel concession during NSS activities could be given a serious thought.

7.2.6. Overall Recommendations

1. The educational choice of the students has been changing significantly. Preference for employment oriented courses, especially information technology, engineering and other professional courses is high. Though the volunteer strength goes up every year due to a spurt in new colleges and consequently new NSS units, the doubt whether students with better skills and capabilities are getting enrolled in the scheme persists. Thus, it is imperative to make NSS mandatory for all educational institutions – institutions offering professional and non-professional courses funded privately and publicly.

2. The ministry may provide resources to document work done through NSS. . Research in the field of NSS in the form of micro level studies should be encouraged. Besides, Indicators to quantify the work done by the volunteers needs to be developed.

3. All the four aspects of the scheme addressed by this study (activities, administrative and financial mechanism, training and motivation) needs urgent attention of the policy makers. This is needed to rejuvenate the scheme which is one of the greatest experiments in the field of youth work in the world. As a major engagement of the higher education system with the community process, the NSS has to revamp its organization, redesign its strategy and reorient itself to the changed global scenario.

4. It is obvious that there is not enough publicity about the scheme at the college or even at the media level and therefore many NSS volunteers do not get motivated to join NSS. A mass media campaign about the scheme would not only motivate

students to join NSS, but would also create a favorable climate for seeking public co-operation for the activities undertaken by them.

5. At the degree as well as the higher secondary level, Principals, PO's and the students have recommended for the expansion of the scheme. However, it would be advisable to do it on a gradual basis, taking care to work out and expand the administrative mechanism, coordinating and training personnel, providing the due support to increase allocated strengths.

6. A uniform and a Photo-id card may be prescribed and provided to volunteers especially when they are working as campers or any other major events.

7. The media support may be used to highlight the achievements of NSS. An extraordinary performance may be covered so that others may emulate the example and try to develop the competency.

8. NSS may be introduced right from the school days. The high school level (8^{th}, 9^{th} and 10^{th}) should possess some component of social service either through community work, project work in any institution, workshops/seminars on nation development and community development.

9. The RC's and the SLO's work should be well defined and should not overlap with each other.

10. The role of TORC/TOC should be well defined and should be made clear to all the Universities and Colleges.

Chapter I

Introduction & Review of Literature

The present chapter is based on the review of a range of literature and studies on NSS, youth and allied areas. This has mainly been done to set the contextual background of the "Evaluation Study of NSS in India".

1.1. NSS: An overview, an instrument for development

Youth need opportunities to satisfy their minimum material needs and grow into their full potential of creativity. Likewise they need to be given knowledge, attitude and skills to make them socially useful. In essence, what is probably needed is to strike a balance between merely looking upon youth as a community resource to be harnessed for social use and as an age-group privileged to dissipate its energies in fanciful indulgence.

The term 'youth' here covers all those within the range of 15-30 years, though it is true that there will be many who, though older than 30, are young in spirit. However, the age range of 15-30 years has been considered as the most suitable in the context of our country. Young people require special attention because they have vast potential for the good or ill of the nation and also because of their comparative vulnerability. When they form a significant segment of society as in most countries of the world today, a concerned policy to deal with their needs and capabilities, and which reflects the views of society towards youth and of youth towards the society, becomes imperative. An element of change is implicit if any such policy is to be viable: and since it is unlikely that any government will encourage and welcome the tensions arising out of such change, it is left to the non-official agencies to take the initiatives in directing youth energy towards this goal. In this context the role of agencies like National Service Scheme (NSS), National cadet corps (NCC), Nehru Yuva Kendra Sanghathna (NYKS) and other Non-Govt. organizations working in the area of youth becomes extremely crucial as an instrument for youth development. In this section we would be focusing on NSS, mainly in the context of the way it evolved and how it serves as an instrument for youth development.

The National Service Scheme, popularly known as the N.S.S., is a major youth activity intended to engage the students of colleges and universities in community service on a voluntary basis. It was launched in 1969 on the birth centenary of Gandhiji, who conceived the idea of involving youth in constructive service.

The Government of India from 1948 onwards worked on the idea and entrusted to a number of committees and experts the task of designing an appropriate student programme or a package of activities for the student. The University Grants Commission, headed by S. Radhakrishnan, recommended the introduction of national service in academic institutions. In 1959, the C.D Deshmukh Committee recommended compulsory national service for all students for a period between nine months and one year. In 1960 K.G. Saiyadin studied student national service in various countries at the instance of the government of India and submitted a detailed report in 1961.The Education Commission headed by D.S. Kothari was appointed in 1964. Its recommendation that students at all stages should be associated with some form of social service was accepted by the conference of the state education ministers in 1967, with minor changes. On September 24, 1969, the then Union Education Minister Dr. V.K.R.V.Rao, launched the NSS programme in 37 universities involving 40,000 students with primary focus on the personality development of students through community service and to inspire the Indian Youth to participate in the movement for Indian independence and the social upliftment of the down-trodden masses of our nation. NSS, over the years, has made various constructive endeavors in the field of Mass Literacy, Environment Preservation, Health Education, Community and drive against social evils, etc. NSS volunteers have always come into the forefront to extend voluntary service in natural calamities like drought, flood, cyclone earthquake, and Tsunami.

The voluntary nature of the scheme and association of students at all stages of education with some kind of social service, both these propositions constitute the ideological base of the N.S.S. The character of the scheme, with its aims of high social returns in the form of human resource development, is participatory[1]. The N.S.S. experience sensitizes the teachers and the students to social reality[2]. Each college should have a minimum of one unit comprising not less than 100 student volunteers led by a teacher who is designated as programme officer (PO). The PO plays a pivotal role as an educator, organizer, coordinator, supervisor, administrator and public relation person. He/she also has to perform complex tasks of human engineering and

[1] N.S.S. Manual, Ministry of Youth Affairs and Sports, Govt. of India, 1987
[2] Hans, Gurmeet: Student Volunteers for Social Service. Indian Journal of Social Work, LVI (1): 39-52 (1995). Hans, 1995

adolescent psychology[3]. N.S.S. volunteers have to spend 120 hours in regular activities in adopted villages, colleges, school campuses and urban slums, during weekends or after college hours, during one academic year[4]. They have to participate in a special camp for 10 days in adopted villages or urban slums during vacations by involving local communities in specific projects (1997).

Since the inception of NSS, the scheme has facilitated the intervention of higher education system in a range of areas related to development. Despite its phenomenal growth, reach and depth of its programmes the scheme is grappling with certain weaknesses both inherent and man made. These factors have been acting as strong debilitating forces causing a dent to the scheme's efficacy, reputation and progress. Since the Ministry of Youth Affairs and Sports, Government of India sponsors the NSS along with the state governments in the ratio of 7:5, there is a need to examine the shortcomings in the operational aspects of the scheme and the remedial measures to be initiated at policy making level.

NSS activities are neglected due to inadequate co-ordination between institutions and government agencies. Youth are not very much aware about NSS activities due to improper functioning of authorities. The present study reveals that the respondent volunteers are aware of some of the activities of NSS but not of all. Therefore they have not been able to play a significant role.

There is a need to recognize youth work as a profession and to promote the training of a large number of youth workers. The society must be prepared to share with its youth its social wealth in a special way. At any given time, the wealth of a society must be seen as the sum total of its material resources as also its social, cultural and intellectual heritage. The need of the young people to have an adequate share of this social wealth is even greater. While it is true that young people can be the most effective agents of social change, they cannot play this role if they remain unemployed, frustrated and angry. [5]

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[3] Saiyidain, K.G.: National Service for the Youth. Manager of Publications, Government of India, New Delhi (1961).
[4] N.S.S. Manual, Ministry of Youth Affairs and Sports, Govt. of India, 1997
[5] Perspective for A Youth Policy; Indian Journal of Youth Affairs: Vol. 9 (1), March January 2005, Pg 21-25

1.2. NSS in the sample states-A glance

The present study has been conducted in 5 states belonging to the 5 zones of the country, namely North, South, East and West & Central. These states are Andhra Pradesh from South zone, Bihar from East, Madhya Pradesh from Central, Maharashtra from West and Uttar Pradesh from North zone. Among the Union territories Chandigarh was chosen. The present section gives a glimpse of NSS across these sample states.

1.2.1. NSS in Andhra Pradesh

The Volunteer strength of Andhra Pradesh for the year 2008-09 is 3, 25,600 [3]. Sri Venkateshwara University, Tirupati, has an allocated volunteer strength of 40,000 consisting of 12.3 per cent of the Volunteer strength of the state. Dr. N.T.R University of Health Sciences has an allocated volunteer strength of 6000 consisting of 1.8 per cent of the volunteer strength of the state. NSS has done commendable work in Andhra Pradesh during emergency situations in providing rescue, relief and rehabilitation services to the people. Several campaigns such as youth against famine, youth against disease, youth for tree plantation, youth for rural reconstruction, youth for ecological development, youth for mass literacy, youth for national integration etc. were successfully organized in the state. The impact of the above activities can be gauged from the awareness they could create in the community and the durable assets created by NSS functionaries in the state.

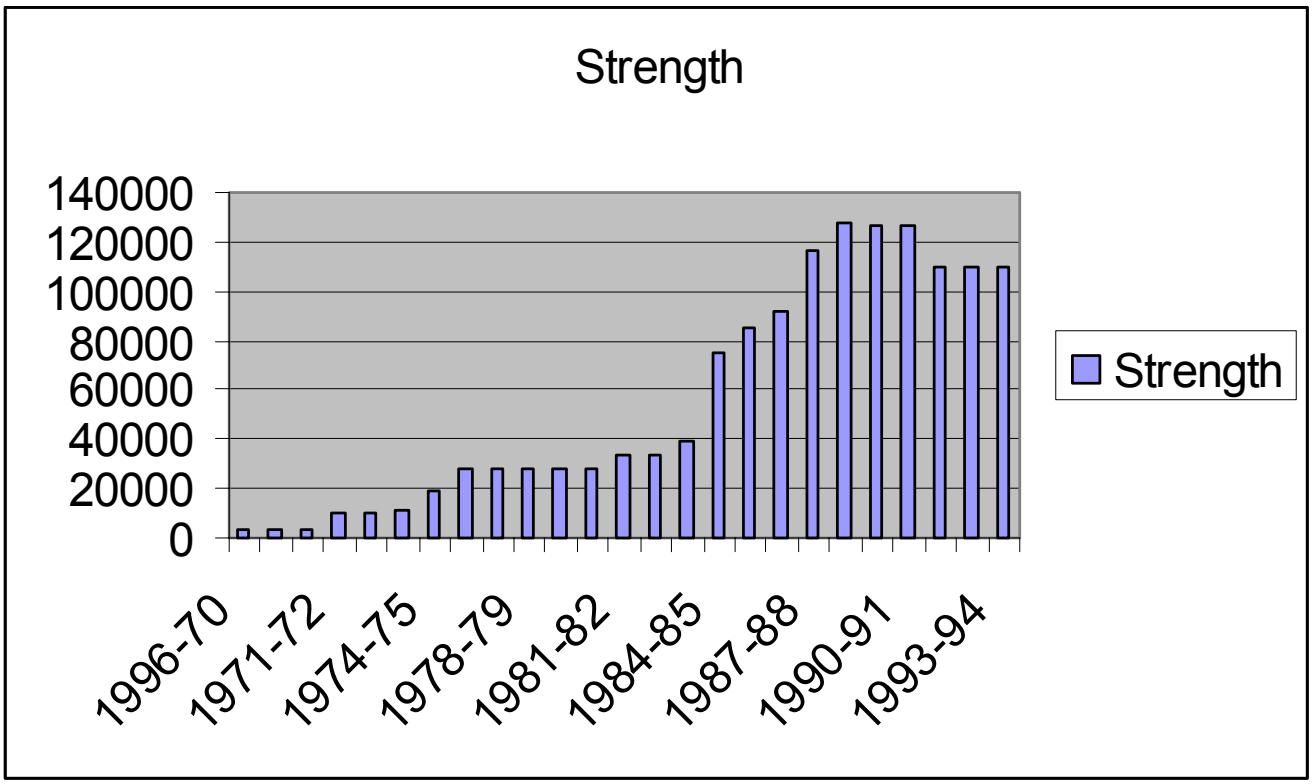
National Service Scheme which was started during 1968-69 on an experimental basis at the national level was also introduced in the state of Andhra Pradesh during the same period. The scheme was initially implemented by three major universities- Andhra, Osmania, and Sri Venkateshwara covering the three important regions, Coastal Andhra, Rayalaseema and Telangana. NSS Volunteer strength over the years is given below:

Table 1.2.1: Volunteer strength in Andhra Pradesh from 1969- 1994.

Sr. No.	Year	Strength
1	1969-70	3500
2	1970-71	3500
3	1970-71	3500
4	1971-72	9928
5	1972-73	9928
6	1973-74	10923
7	1974-75	19000
8	1975-76	27560
9	1976-77	27860
10	1978-79	27860
11	1979-80	27860
12	1980-81	28500
13	1981-82	34000
14	1982-83	34000
15	1983-84	39400
16	1984-85	75000
17	1985-86	85000
18	1986-87	92000
19	1987-88	116000
20	1988-89	127600
21	1989-90	127000
22	1990-91	127000
23	1991-92	110000
24	1992-93	110000
25	1993-94	110000

Source: National Service Scheme in AP, p. 52

Graph 1.2.1: Volunteer Strength in Andhra Pradesh



1.2.2. NSS in Bihar

NSS in Bihar started on September 24, 1969 along with other states which was launched by the then Union Education Minister, Dr. V. K. R. V. Rao. Since then gradually strength of volunteers increased at level of universities. Presently, NSS is present in 9 universities of Bihar with volunteer's enrollment crossing 36026. It has been implicit from secondary data that Bihar is crossing the targets of enrolment and appointment of Programme Officers at college level. More details are given below.

Table 1.2.2 (a): Presence of NSS in Bihar

Enrolment till date			No. of Institutions			No. of Units			
Male	**Female**	**Total**	**+2 schools**	**College**	**Total**	**M**	**F**	**Co**	**Total**
10019	4129	14148	1168	554	1722	75	69	235	379

Table 1.2.2 (b): Presence of NSS in Bihar across the various institutions

Sr. No.	Institutions	With NSS	Without NSS	Total
1	University	09	06	15
2	+2 Council/Directorate of Tech./Voc. Edu.	Nil	03	03
3	Degree Colleges	326	163	489
4	+2 Schools	Nil	1168	1168
5	Polytechnics	Nil	14	14
6	Engineering Colleges	Nil	10	10
7	Medical (MBBS, BHMS, BAMS, Pharmacy, Nursing) Institutions	Nil	15	15
8	MBA/MSW	Nil	05	05
9	Law	06	05	11
10	Others in any (Research Institutions)	Nil	10	10

Source: NSS Regional Centre, Patna

Table 1.2.2 (b) shows that in Bihar only conventional universities and colleges are having NSS units. NSS is non-existent in Professional colleges of Bihar except 6 law colleges.

1.2.3. NSS in Chandigarh

The NSS programme is implemented effectively in the UT of Chandigarh since its inception in 1969, ever since it has been very active in catering the needs of the society from time to time.

Table 1.2.3: Year wise Targets and Achievements of Chandigarh Regional Centre

Sr. No.	Year	Allocation	Actual Enrolment			Allocation of Special Camps	No. of Special Camps held	No. of Participants in Special Camps			Allocation of Adopted Villages	No. of Adopted Villages
			Male	Female	Total			Male	Female	Total		
1	2004-05	163000	95346	81734	177080	845	412	11570	11399	22969	845	723
2	2005-06	179500	92959	79370	172329	900	767	22026	22344	44367	900	1154
3	2006-07	174350	104055	81599	185654	900	422	11159	14729	25888	900	1017
4	2007-08	232100	140541	68034	208575	970	768	21763	21112	42875	970	1344
5	2008-09	267810	-	-	-	1067	-	-	-	-	1067	-
Chandigarh UT												
6	2007-08	12100	-	-	7971	50	53	-	-	-	50	47

Source: P.A.Cell, New Delhi

Against the allotted no. of NSS volunteers of 12100 to Chandigarh (UT) by the Govt. of India, the achievement of target was by 8100 NS volunteers (4500 in colleges + 3600 in schools) by 6/5/2008. **Allocation of adopted villages** for Chandigarh region during the 4th Quarter 1st Jan. to March 09 was 1067, whereas for Chandigarh UT it was 50. Total allocation during 2008-09 for Chandigarh region was 267810.

Allocation for the Punjab University for the year 2008-09 was 3600 of which actual enrollment till 21/10/2008 was 3011. In general category male female ratio is 670: 2149 and in reserved category male female ratio is 85:107. This reflects the higher proportion of female enrollment in the NSS activities.

In case of Chandigarh UT, the advisory meeting was not held for last many years prior to 2007 but since then it has been held regularly. Last NSS State/UT Advisory Committee Meeting was held on 10.1.2008. Also NSS University Advisory Committee Meeting is not held for the last two years i.e.2007 and 2008. Proposed self financing units for Chandigarh U.T. are 10.

Release of NSS Grants (1ST Installment) for 2007-08 for Chandigarh UT is Rs. 14, 94,962 (100% from central share).

1.2.4. NSS in Maharashtra

Table 1.2.4. Number of Universities in Maharashtra State

Sr. No.	Name of University/+2
1	University of Mumbai, Mumbai
2	Pune University, Pune
3	RTM Nagpur University, Nagpur
4	Shivaji University, Kolhapur
5	Dr. B.A.M. University, Aurangabad
6	Amravati University
7	SRTM University, Nanded
8	S.N.D.T. Women's University, Mumbai
9	Mahatma Phule Krishi Vidyapeeth, Rahuri
10	Konkan Krishi Vidyapeeth, Dapoli
11	Dr. Panjabrao Krishi Vidyapeeth, Akola
12	Marathwada Agriculture University, Parbhani
13	Dr. B.A. Tech University, Lonere, Raigad
14	Bharati Vidyapeeth, Pune
15	Maharashrta Animal & Fisheries Science University, Nagpur
16	Maharahsrta University of Health Sciences, Nashik
17	North Maharashtra University, Jalgaon
18	Industrial Training Institute Maharashrta State, Mumbai
19	+2 school Education Maharashtra State, Pune
20	Yashwantrao Chavan Maharashtra Open University, Nashik
21	Polytechnic Maharashtra State, Mumbai
22	Solapur University, Solapur

Sources: SLO and RC Annual Report year 06-07

Table 1.2.5: Actual Enrollment

Sr. No.	Particulars	Allocation	Existing No.
1	Total No. of Universities in the state	23	20
2	Total No.of.colleges having units in the colleges	2768	1780
3	Total No. of +2 schools in the state	4775	237
4	Total No. of polytechnic in the state	607	110
5	Total No. of ITI/Tech schools in the state	4	3

Sources: SLO and RC Annual Report year 07-08

Table 1.2.6: Actual enrollment

<table>
<tr><th>No. of University/+2</th><th>No. of Colleges Under NSS</th><th colspan="3">No. of NSS Units Existed</th><th colspan="2">Trained NSS PO.</th><th>Untrained NSS PO.</th><th>Total PO</th></tr>
<tr><td rowspan="4">8177</td><td>2150</td><td colspan="3">2709</td><td colspan="2">1922</td><td>1159</td><td>3081</td></tr>
<tr><td rowspan="2">Allocation</td><td colspan="5">Actual Enrollment</td><td colspan="2" rowspan="2"></td></tr>
<tr><td>Male</td><td colspan="2">Female</td><td colspan="2">Total</td></tr>
<tr><td>165146</td><td colspan="2">111673</td><td colspan="2">276819</td></tr>
<tr><td>No. of Special Camps held</td><td colspan="5">Volunteers participated</td><td>No. of Adopted villages</td><td>NSS Grant Released to NSS Unit</td></tr>
<tr><td></td><td>Male</td><td colspan="2">Female</td><td colspan="2">Total</td><td></td><td></td></tr>
<tr><td>1636</td><td>68759</td><td colspan="2">46733</td><td colspan="2">11549</td><td>1921</td><td>Will be released shortly</td></tr>
</table>

Sources: SLO and RC Annual Report year 07-08

1.2.5. NSS in Madhya Pradesh

In Madhya Pradesh, NSS was introduced with 470 registered volunteers in two universities, Dr Hari Singh Gaur Vishvavidhyalaya, Sagar and Maharani Ahilyabai Vishvavidhyalaya, Indore in 1969 in un-divided Madhya Pradesh state. Now NSS activities are coordinated and implemented through seven universities in the state. The allocated strength of NSS volunteers in the state is 119790 for the academic year 2007-08 while enrolment of NSS volunteers is 120940. In 1988 NSS scheme was also introduced at +2 level schools in the state. In the first decade of 1970-80, Indore School of Social Work organized first training programs for program officers in 1970-71. The second decade (1980-90) experienced the influence of NSS in the state and the NSS activities were articulated with clear picture. It started with the theme 'youth against drought' and reached to 'youth for society'. In 1990 was NSS introduced as a part of curriculum and it was divided into A, B and C certificates.

Table 1.2.7: Sanctioned strength of NSS units and volunteers:

Table: NSS Volunteers Enrolment vis-à-vis to allocation in MP							
			Year				
University		**Sex**	**2000-01**	**2001-02**	**2002-03**	**2003-04**	**2004-05**
Awdhesh Pratap Singh University, Rewa	**Allocation**		9600	11200	12300	12300	12500
	Enrollment	**M**	8531	9891	10308	10625	10659
		F	1159	1712	2022	1798	1941
		T	**9690**	**11603**	**12330**	**12423**	**12600**
Barkatullah University, Bhopal	**Allocation**		11500	12000	13200	13200	13500
	Enrollment	**M**	8638	9028	9938	8963	10310
		F	3519	3995	3695	4497	4721
		T	**12157**	**13023**	**13633**	**13460**	**15031**
Devi Ahilya University, Indore	**Allocation**		9850	11400	12600	12600	12900
	Enrollment	**M**	6585	8097	8998	8494	8561
		F	3387	3777	3510	4169	4543
		T	**9972**	**11874**	**12508**	**12663**	**13104**

Rani Durgawati University, Jabalpur	**Allocation**		9850	11400	12500	12500	12800
	Enrollment	**M**	7134	7446	8281	8181	7858
		F	3094	4327	4748	5237	5026
		T	**10228**	**11773**	**13029**	**13418**	**12884**
Jiwaji University, Gwalior	**Allocation**		9800	11400	12600	12600	12900
	Enrollment	**M**	8853	9959	10845	10503	11439
		F	2755	3358	3324	3592	3758
		T	**11608**	**13317**	**14169**	**14095**	**15197**
Dr Hari Singh Gaur University, Sagar	**Allocation**		9800	11300	12400	12400	12700
	Enrollment	**M**	8644	9679	11036	10359	11184
		F	2371	2602	2664	2723	2747
		T	**11015**	**12281**	**13700**	**13082**	**13931**
Vikram University, Ujjain	**Allocation**		9850	11300	12400	12400	12700
	Enrollment	**M**	9061	10025	10950	9356	9971
		F	3768	4938	4059	3181	4375
		T	**12829**	**14963**	**15009**	**12537**	**14346**
Madhya Pradesh	**Allocation**		70250	80000	88000	**88000**	**90000**
	Enrollment	**M**	57446	64125	70356	**66481**	**69982**
		F	20053	24709	24022	**25197**	**27111**
		T	**77499**	**88834**	**94378**	**91678**	**97093**

Source: '*Nai Sadi-Nai Dishaye',* Government of MP, Department of Higher Education, MP

The NSS was started with the allocation of 470 volunteers which rose to 120940 in the state till the academic year 2007-08. The female volunteers' enrollment was 32153 (26.87%) while the enrollment of Scheduled Caste and Scheduled Tribe was 16935 (14.14%) and 9441 (7.88%) respectively in year 2006-07. Though NSS promotes national integration but the available data clearly shows the exclusion of marginalized communities i.e. SC, ST, women and other minorities in all the NSS processes. The same is the case with the NSS officer's right from program officers to program coordinators. The category wise volunteer enrolment and other data is not available with NSS.

Existing NSS units in the state:

There were 1052 units in 2004-05 in the state. The TOC of the State is shifted to Vikram Vishvavidhyalaya, Ujjain from Barkatullah Vishvavidhyalaya, Bhopal. Though the TOC in the state is non functional since last three years there were 462 trained (300 Male and 162 Female) and 634 untrained (434 Male and 200 Female) program officers in 2006-07. The NSS activities are implemented in collaboration with government, non government and other international organizations i.e. department of Health, environment, sports, Lions & Rotary Clubs, Red Cross Society, UNICEF, UNDP, UNMC etc. (current data was not available with SLO/RC office)

1.2.6. NSS in Uttar Pradesh

This scheme was launched in Uttar Pradesh in the year 1969-70 in 4 Universities with 2,500 volunteers.

Table 1.2.8: Year 2008-09 Allotted Strength of NSS Volunteers in UP

Sr. No.	Institutions		Regular Activities	Special Camping
1	+ 2 Level (Higher Secondary Education)		32800	16400
2	Universities	Conventional	180700	90350
		Professional	12000	6000
		Total	192700	96350
		Total:	**225500**	**112750**

Total Number of Universities:	18
Total number of Universities having NSS:	17
Total number of Colleges:	3850
No. of Colleges having NSS:	950
Number of Boards/ Councils/ Dir. of Tech. Education:	17
Number of Boards/ Councils/ Dir. of Tech. Education with NSS:	14
Total No. of Schools:	8443

Total No. of Schools with NSS:					365
No. of Technical Institutions:					110
Total No. of Technical Institutions with NSS:					57
Total number of existing NSS units in the State:					2255
No. of Program Officers:					2243
Trained:	1118	Male:	827	Female:	291
Untrained:	1125	Male:	874	Female:	251

a. NSS in Lucknow University 2007-08

Number of volunteers in Regular Activities, Allotted by Government: 10200

Enrolled: 9633

Male: 3688

Female: 5945

Number of volunteers in Special Camping, Allotted: 5100

Enrolled: 4200

Male: 1175

Female: 3025

Number of Program Officers: 95

Trained: 34

Male: 13

Female: 21

Number of Program Officers Untrained: 61

Male: 24

Female: 37

Number of adopted villages/ slums: 39

Grant received in the financial year:

For Regular Activities: Rs. 14, 97,238/-

For Special Camping: Rs. 6, 53,962/-

b. NSS in Avadh University 2006-07

Dr. Ram Manohar Lohia Avadh University

The NSS Cell was established in 1976 just a year after the establishment of Avadh University, it has received 'Indira Gandhi NSS National Award' for the year 2004-05. (Annexure: 1)

National Service Scheme Number of Units: 211

Number of Colleges: 117

Number of students allotted by Government for Regular Activities: 21100

Boys: 11017

Girls: 10083

Number of adopted villages/slums: 211

Number of Program Officers: 211

Male: 166

Female: 45

Trained: 41

Male: 26

Female: 15

Primary Training Organized by University for 2 days to those PO's who have not received OC: 108

Male: 82

Female: 26

Grant received by University for Regular Activities: 33, 76,000/- (For regular activities at the rate of 160/- per volunteer for 21,100 volunteers)

Grant received by University for Special Camping: 31, 33,013/-

After a brief overview of NSS at the various sample states, the section below brings in some more discussions on concepts related youth & development and its relevance to NSS.

1.3. Youth & Development:

One of the most important reasons for the lack of motivation among adult learners is the fact that youth are subjected to traditional and authoritarian educational methods, in which they are treated like ignorant children, stripped off their human dignity and denied any participation in the

educational process. The new methods on the contrary carefully avoid authoritarianism, insist on participation and dialogue and as a result produce a dramatic liberation of consciousness, stimulate motivation and generally produce functional literates in a matter of months. This experience also transforms the adult educational workers themselves. It gives them a new understanding of the innate worth of the common man whom they previously despised. It strengthens their self-confidence and their desire to share with their less fortunate brothers and sisters. If the adult educational workers are students, they will not go back to the same authoritarian, non-participative types of education to which they themselves are being subjected. This gives an insight into the needs of non-formal educational methods to build a connection between the college students and the community.

This is why any worthwhile adult educational programme undertaken by a college must necessarily be based on this new informal educational methodology which treats the students as the subject of the educational process and not the objects. Involvement of the students in these programmes for the people of the surrounding community, far from hampering their own studies, is bound to result in greater self-consciousness, self-confidence and self-reliance. It is also bound to result in the transformation of the soul destroying educational methods now in vogue in our colleges and universities. [6]

The youth are our hope, our future and inheritor of India. Youth have made their contribution in different forms in the pre independence and post independence era of India. There are stunning examples of what youth have done all over the world. According to SS gill, an academic; student movements have made their most notable contribution in the third world countries of South and South-east Asia, Africa and Latin America. Students were successful in over throwing the government, for example, governments of Bolivia, Ecuador, Venezuela, Indonesia, and South Vietnam. The students in Thailand, South Korea, Turkey and Iran successfully led national movements against authoritarian regimes. In the 19th century students played a significant role in mounting agitation. For example students formed a revolutionary movement in china in 1920s and

[6] Adult Education: the College and the Community; Indian Journal of Youth Affairs: Vol. 1 (1), March 1979, Pg 15-24

30s and in Cuba in the fifties; student participation in protest against the king of Nepal; brought him to his knees.

The student movements also have a long and impressive history in India. The first student movement perhaps was mounted in 1880s for holding ICS examinations in India. Many students also fought against the proposed participation of Bengal.

Youth role in Pre-Independence Era

In 1920, Gandhiji's first civil disobedience movement led student's country wide political mobilization across the board. A large number of students had left colleges to take up organizational work on behalf of the Indian National congress. The first all India College Students Conference was held in Nagpur in 1920. The youth participated in major agitations like demonstrations against the Simon Commission in 1928. Many student leaders took up the task of organizing industrial labours and became deeply involved in the trade union activities.

Wide support and participation was given by students for Gandhiji's call for Non-Cooperation Movement. Many students occupied themselves with social services like holding adult literacy classes and spreading nationalist ideas among the masses.

The student movement enters its most militant phase in 1942. After the Quit India call, students actively participated in the acts of sabotage, disrupted civil administration and helped to maintain liaison with underground leaders to keep the agitation going.

Student movement lost much of its ideological élan after the independence. The student protest were mostly confined to the redressal of local grievances like lowering of tuition fees improvement of teaching and hostel facilities, postponement of examinations etc. but there were some exceptional examples also. Students had a series of agitations against corruption which forced the Orissa Government to resign in 1964, and in 1965 rioting students in South forced the Central Government to reconsider and postpone its Hindi policy. It was the youth who gave maximum strength to Jayaprakash Narayan's Crusade which brought his administration to the brink of collapse.

These examples of youth participation before and after independence gave a vibrating picture of youth power and youth contribution. If youth power determined towards any goal then they can bring any kind of change in the country and the world.[7]

1.4. Education & Youth

"Youth work has a great deal to do with personality development of young people. It might be said that youth work is to prepare the youth to be the instruments of change. While such institutions as family, schools, religious organizations, etc, are basically conservative and usually tend to preserve the status quo, youth work can and should progressively lead youth towards constructive social change. Therefore, it is not wholly a matter of transference of skills. It also involves training young people to work through groups of their own"[8]

The education system in India, with its major focus on classroom teaching, seldom exposes the students to the world outside. NSS which forms a third dimension to the education system plays a very important role in shaping the personality of the students. Change of attitude is one of the distinguished features of special camping. Apart from this, camp life brings about several constructive changes in students.

1.5. Youth Development

One can define 'youth development' as:

"...the ongoing growth process in which all youth are engaged in attempting to (1) meet their basic personal and social needs to be safe, feel cared for, be valued, be useful, and be spiritually grounded, and (2) to build skills and competencies that allow them to function and contribute in their daily lives." (Pittman, 1993, p. 8)

This definition accurately describes youth development as a process that all young people go through on the way to adulthood. As the definition implies, it is a process or journey that automatically involves all of the people around a youth—family and community. A young person will not be able to build essential skills and competencies and be able to feel safe; cared for,

[7] Noor Mohammad Abdul Matin, Indian Youth: Problems and Prospects, Ashish Publishing house, New Delhi, 1995

[8] Asian Youth Documentation Centre Bulletin Number 12, p.2

valued, useful, and spiritually grounded unless their family and community provide them with the supports and opportunities they need along the way. Thus, youth development is also a process in which family and community must actively participate. [9]

Youth development is an approach that recognizes youth as resources in rebuilding communities and looks to them as partners in creating a framework for developing and implementing successful programs best suited for their community.

It is a process which prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them to become socially, morally, emotionally, physically, and cognitively competent.

Youth development, then, is a combination of all of the people, places, supports, opportunities and services that most of us inherently understand that young people need to be happy, healthy and successful. Youth development currently exists in a variety of different places, forms and under all sorts of different names. [10]

People, programs and institutions involved in youth development are working towards positive results in the lives of youth. Some have clearly defined these desired positive results—or outcomes—in an attempt to more effectively work towards them. There are many efforts to define the outcomes of youth development, and while language may differ from place to place most express the results that most people want for their own children. These outcomes include but move above and beyond the academic skills and competencies which are the focus of most schools.

1.6. Schemes and programs for Youth for Development

The Govt. of India has launched various schemes and policies for youth development which are mentioned in the present section.

[9] http://cyd.aed.org/whatis.html
[10] http://wch.uhs.wisc.edu/08-Youth/08-YouthMain.html

Promotion of activities among Tribal Youth

In order to promote youth activities among the youth of backward tribes a special scheme was started during 1990-91. Under the scheme, central assistance is given to voluntary organizations, NSS regional centers, educational institutions including universities, Nehru Yuva Kendras, Bharat Scouts and Guides and also to State governments/UT administrations for conducting youth leadership training programmes, vocational training for self employment, so that they are in a position to seek self-employment. Besides, a major landmark in the area of Youth development is the National Youth Policy, 1988.

National Youth policy in India:

The National Youth Policy was formulated in 1988. The main objectives of the Policy are to instill in the youth respect for the principles and values enshrined in our Constitution; to promote an awareness of our historical heritage; to help develop the qualities of discipline, self-reliance, justice and fair play; and to provide them access to education in addition to developing their personality. It also aims at making the youth conscious of international issues and involve them in promoting world peace and a just international economic order. A need was, however, felt for a new National Youth Policy geared not only to the fast changing socio-economic scenario in the country but also to address the future concerns of the youth. A new national Youth Policy was accordingly drafted and circulated to all ministries/departments of the Central Government, all State governments, universities, youth wings of political parties and voluntary organizations working in the field of youth concerns for their comments. Based on the views received, a Draft New National Youth Policy has been prepared and is under consideration of the Government. The Draft New Youth Policy recognizes that youth development is a multi-sectoral concept and calls for an integrated approach. It stresses that the youth should be given more access to the process of decision making and implementation. It also defines the privileges and responsibilities of youth. Some important objectives of the Policy are to provide the youth with proper educational and employment opportunities; to give access to all relevant information; create adequate sports and other recreational facilities; to create among the youth awareness about Indian history, culture and heritage and to inculcate a scientific temper in them. The draft policy has set out four thrust areas, viz., Youth Empowerment, Gender Justice, Inter-sectoral approach and an Information and Research Network. The Policy recognizes the key sectors of concern for youth, such as education,

training and employment, health and accords high priority to certain categories of youth such as, youth with disabilities, rural youth, unemployed youth and street children, etc. The Policy also focuses on adolescent health, AIDS and sexually transmitted diseases, nutrition, environment, sports, recreation and leisure, art and culture, gender justice, science and technology, civic sense and citizenship.

A national youth policy, however as intended and implemented, should not become an excuse for the isolation of youth. There is a danger that if care is not taken, this isolation may arise. While it is true that young people require special attention, such attention cannot be given in a way that they develop exclusive interests and cause harm to the whole society. After all youth is only one stage in the development of the total life span of a person. A young person has to contribute to the making of society and yet be prepared to be an integral part of the society. Otherwise, it will amount to dissecting society into water tight compartments which will only undermine its growth. That is why it is equally important that young people understand the expectations and aspirations of the older generation and work with them so that the entire society stands to gain. [11]

Policymakers often dialogue 'youth problems' in terms of the deficiencies of the young in terms of depravity or alienation rather than in terms of the basic structural inequalities which cause them. Generalizing about 'youth' as if there were no differences among them is to miss out on the basic clues to educational and societal policies. A major employment dilemma of youth is that the economy cannot create job as fast as they need them. Social policy needs to be directed not towards producing caretakers of youth but for creating opportunities for them.[12]

1.7. Some Chronological Highlights in the area of Youth Development:

1957 The Lakshmibai National Institute of Physical Education established initially as college.

1961 The Arjuna Award instituted.

1969 National Service Scheme (NSS) launched (2 October).

[11] An approach to a Youth Policy for India; Indian Journal of Youth Affairs: Vol. 1 (1), March 1979, Pg 25-36

[12] Ed. Arthur Pearl, Douglas Grant and Ernst Wenk. International Dialogue Press. Davis, California, 1978.

1970-71 Rural Sports programme launched. — Sports Talent Search Scholarship Scheme launched.

1972 Nehru Yuva Kendras came into operation for improving the personnel and employment capability of non-students and rural youth.

1977-78 The National Service Volunteer Scheme launched.

1982 National Welfare Fund for sportspersons and their families set up.

1984 The Department of Sports re-designated as the Department of Youth Affairs and Sports.

— The Sports Authority of India (SAI) set up.

1986-87 'Assistance to Youth Club' scheme started.

1988 National Youth Policy evolved and tabled in the Parliament.

1991-92 Rajiv Gandhi Khel Ratna Award scheme launched.

1994 Sports Fund for Pension to Meritorious Sportspersons Scheme launched.

1994-95 Scheme for setting up of Youth Development Centres for a group of 10 villages each introduced.

1999 The Fifth National Youth Festival formally inaugurated by the Prime Minister in Lucknow (12 January)

The prime protagonists in NSS are the NSS students who join NSS on a voluntary basis. Hence understanding of voluntarism becomes central in NSS. Similarly what motivates the volunteers to join NSS is also very critical. Hence, the section below focuses on understanding volunteerism and motivation.

1.8. Understanding Volunteerism and Motivation:

Volunteerism has existed for centuries, but formalized volunteer programs have come about only recently (Ellis, 1985). Henderson (1985) has defined a volunteer as "someone who contributes services without financial gain to a functional sub-community or cause" (p. 31). College student volunteerism became popular during the 1960s and 1970s as colleges and universities encouraged community service through campus-based programs (Ellis, 1978). There has been a recent decline, however, in volunteer involvement on college campuses. It has been reported that 29% of college students volunteered for a charity organization and 40% became involved in fund-raising activities during their undergraduate years (Carnegie Foundation for the Advancement of Teaching, 1984).

These numbers may seem high, but they represent a decline in volunteer participation from earlier years. Newman (1985) suggested that this decline may be due, in part, to societal and individual trends toward egocentrism and self-development. Henderson (1985) argued that social and economic forces are increasingly making volunteerism a luxury that can be undertaken by only the wealthy. She further suggested that "the days of altruism may be over" and hypothesized that people are now seeking growth and self-satisfaction from their volunteer experiences, in addition to the more traditionally hypothesized motivations of helping others. There have been recent attempts in higher education to increase the involvement of students in volunteer activities and increase the quality of their experiences. These efforts have been found, in part, on (a) the importance attributed to the services made available through volunteer commitment, (b) the finding that involvement in campus activities contributes to student development [13](Astin, 1985), and (c) the apparent positive relationship between campus involvement and overall retention rates for students in higher education[14] (Astin, 1977; Mallinckrodt & Sedlacek, 1987).

One way in which college administrators may increase student volunteer involvement is through clarifying the reasons why people volunteer. Traditionally, volunteer motivations have been assumed to be altruistic. This view of volunteers has influenced the way in which volunteer programs are designed, operated, and studied. Recently, however, researchers and writers alike have focused on additional motivations that cause people to volunteer. Henderson (1980) suggested that each volunteer has unique motivations and expectations of his or her experience. Ascertaining these motivations can contribute to providing student volunteers with a satisfactory experience. In her study, Henderson (1981) found that the primary motivation for adult volunteers was affiliation, or the desire to interact with others. These individuals construed their volunteer involvement to be a leisure activity. A recent study of student volunteers determined that they were motivated to volunteer by both altruistic and egoistic needs (Fitch, 1987).

As a result of these findings, Fitch suggested that volunteer program directors consider social exchange theory when organizing and supervising their programs. Social exchange theory suggests that people contribute to the degree that they perceive they are being rewarded. When an imbalance between contributions and rewards is perceived, an individual is likely to move towards

[13] Astin, A. W. (1985, July/August). Involvement: The cornerstone of excellence. Change, pp. 35-39.
14 Astin, A. W. (1977). Four critical years. San Francisco: Jossey-Bass.

a greater equilibrium. An individual who perceives that the rewards for volunteering are imbalanced with contributions is likely to discontinue involvement. Mowday[15] (1979) offered one such theory. Thus, Fitch [16](1987) empirically tested the concept of volunteerism as a source of need fulfillment as well as an altruistic activity and offered a more complex conceptualization of the volunteer experience. Holland (1985) has found extensive evidence that both people and environments can be represented by these types and that the greater the type consistency between the individual and an environment, the more satisfied the individual.

Research findings and a more complex understanding of volunteerism are positive steps in recruiting additional volunteers and providing them with satisfactory experiences. One flaw of previous conceptualizations and studies on volunteers, however, is that they have tended to focus only on one volunteer organization and to generalize results to other organizations and volunteers. Person-environment fit theory (c. f., Holland, 1985), however, suggests that individuals in diverse organizations would have different personal characteristics, which would make generalizing from one organization to all volunteers misleading. The possibility that volunteers in different organizations are very different types of people has implications for volunteer recruitment and retention. Holland's theory [17](1985) postulates that people will search for environments that will allow them to use their skills and abilities and express their attitudes and values.

In a second person-environment theory, developed by Murray[18] (1938), it is predicted that individuals seek situations that will fulfill their needs. Murray's theory contains 15 individual motivations, such as the needs for Achievement, Autonomy, Order, and Deference. Murray hypothesized that people are compelled to act in such a way as to satisfy their needs; this drive is a "motivation." Murray's model has been used extensively in research on human motivation, and several instruments have been developed to measure the motivational constructs as Murray viewed them.

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[15] Mowday, R. T. (1979). Equity theory predictions of behavior in organizations. In R. Steers & L. Porters (Eds.), Motivation and work behavior (2nd ed., pp. 253–269). New York: McGraw-Hill.

16 Fitch, R. T. (1987). Characteristics and motivations of college students volunteering for community service. Journal of College Student Personnel, 28, 424–431.

17 Holland, J. L. (1985). The Self-Directed Search Professional manual. Odessa, FL: Psychological Assessment Resources, Inc.

18 Murray, H. A. (1938). Explorations in personality. New York: Oxford University Press.

Henderson [19](1980) hypothesized that volunteers may be motivated by a variety of motivational needs. She suggested that an understanding of volunteer motivations can be put to use in recruiting volunteers who will be most satisfied with the organization and will likely volunteer again. Henderson's (1980) work has both practical and heuristic value. Identifying the motivations of various student volunteers will allow volunteer program directors to recruit and retain volunteers by providing them with an experience that matches their interests and motivational needs. In applying motivational theory to student volunteers, Henderson (1980) has created a heuristic paradigm for research on student volunteers. Her tenets, however, have not been adequately tested.

1.9. Studies related to Youth & NSS:

In 1959, a national service committee, appointed under the chairmanship of Dr. C. D. Deshmukh, had recommended that national service for a period of nine months to a year might 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[20].

In 1960, 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 of India with a number of recommendations as to what could be done in India to develop a feasible scheme of social service to be introduced on a voluntary basis and extended as widely as possible with a provision for rich and varied programmes of activities. It was also recommended that social service camps should be open to students as well as non-students within the prescribed age groups for better interrelationship[21].

Dr. D. S. Kothari had recommended that students at all stages of education should be associated with some form of social service. At the university stage, students could be permitted to join the

[19] Henderson, K. A. (1980, September). Programming volunteerism for happier volunteers. Parks and Recreation, pp. 61-64.

[20] IBID.

[21] NSS Manual. GOI, Ministry of Youth Affairs and Sports, New Delhi, 1987.

NCC was already in existence on a voluntary basis. An alternative to this could be offered to them in the form of a new programme called the National Service Scheme[22].

In 1967, Vice Chancellors Committee suggested that the settlement of national policy on education of the GOI was laid down work experience and national service should be an integral part of education[23].

In 1969, the Students' Representatives Conference suggested that the National Service Scheme was a powerful instrument for national integration.

Based on the recommendations of various committees and the National Education Commission, the NSS was introduced on a voluntary cum selective basis in 1969-70 as a pilot project. The main aim of this programme was to involve the students in a number of social service and developmental activities side by side with the normal academic programme. Only a few educational institutions having some experiences of involving students in social service provided a lead in organizing the NSS programmes both rural and urban areas. Various NSS activities were taken within the campuses or within the cities or towns.

NSS has been operational for the last 39 years and has expanded both quantitatively and qualitatively. A review of committee set up by the government of India in 1984 with a view to evaluate and further develop the NSS activities and programmes, mentioned that NSS had a great potential and therefore should continue and expand.

K. K. Banerjee[24] showed that the success of the NSS depended on well-defined objectives and their implementation. From the beginning, emphasis had been laid down on the theme that it is a two-way scheme. First was a direct service related to the improvement of the existing situation, and second was on challenging problems connected with human relationship and their service. Social service programmes, from the agriculture and engineering sides must focus on projects and some activities like use of farm implements, soil testing, use of fertilizers, plant protection, soil conservation, aid in rural electrification etc.

[22] IBID.
[23] IBID.
[24] Banerjee K.K., 'NSS & Professional Course Students' [Kharagpur: IIT, Head, NSS Unit, 1971].

R. R. Singh[25] conducted an evaluation of the NSS in 1986-87 covering eight states and union territories of Haryana, Punjab, Rajasthan, Uttar Pradesh, and Union Territories of Chandigarh and Delhi. His evaluation pointed out that NSS had played a dominant role in the development of students' personality and community. It had utilized the leisure time of students for social service not only to help the community but also to provide an opportunity to work in the community.

M. S. Gore[26] stated that the NSS programme could be served as laboratories for the understanding of social and economic problems of the area and sectors covering the daily contacts of the students. The NSS programmes had created awareness among the students about the economic problems of the community and developed a sense of involvement in the process of the economic growth of the country. The NSS programmes should be problem oriented so that the students can understand the problems better and try to find out how they can contribute their efforts and knowledge to the solution of those problems.

Gurmeet Hans[27] mentioned that the students and teachers could play a very significant role in the non-formal education. NSS volunteers as educated youth could carry out relevant information or knowledge to the masses. However, it must be recognised that women as adult learners have a wealth of experience. In recognition of women's ability, roles, and skills, they may be asked to take the place of the teacher in non-formal education whenever possible.

Dr. S. K. Hulbe[28] indicated that a tremendous communication gap existed between the urban and rural communities and between the educated and illiterate population. This could be bridged by NSS college students and it could become the major instrument in mass education.

A NSS evaluation study[29] of TORC-TISS Mumbai done is 1986-87, shows that a vast majority of volunteers perceive NSS experience as contributing to their personality development besides helping them to understand and to serve the community and a constructive opportunity for use of leisure time.

[25] Singh R.R. 'NSS in Northern Region' [Delhi: Head Dept. of Social Work, 1986-87].
[26] Gore M.S., 'Enriching Curricula Through NSS Activities' Report on E'mics Syllabi [Mumbai; TISS]
[27] Hans Gurmeet, 'Non-Formal Education For Rural Women', [Mumbai: NSS TORC, TISS, 1985]
[28] Dr. Hulbe S.K., 'Centres of Learning', [A'nagar: C.S.R.D. A'nagar College, 1978]
[29] NSS, 'Evaluation Report for 1986-87', TISS TORC, Bombay, 1987.

Rekha Dutt[30] showed that Special Camping was an integral part of the NSS programmes. It had a special appeal as it provides unique opportunities to students to participate in meaningful outdoor programmes and use their energy and idealism for community work and in nation building. The camp provides an opportunity to live and work together harmoniously with groups of students drawn from different areas and belonging to different castes and social, religious and language groups. It provides an experience in mutual adjustment and adaptation to new, changing, and challenging situations. It helps in developing among students' qualities like character, courage, and confidence, decision making, democratic attitudes, resourcefulness objectivity, and leadership.

C. Saigita.[31]mentioned that harnessing youth for National Service is a very old idea. In the present system of education manual work finds scarcely any place and this has important consequences for national development. It was, therefore, proposed that some manual work should be encouraged as a daily routine at some stage during the course of education. In India ever since independence the idea to engage youth in some form in the National Service cropped up. Youth falling within the age group of 15-35 years constitutes nearly 40% of the total population of India. This group which is the most vibrant, dynamic and vital segment of the country's population constitutes potentially its most valuable human resource. To optimally tap their constructive and creative energies, the Ministry of Youth Affairs & Sports pursues the twin objectives of all round development of individual's personality and nation - building, i.e. developing the personality of youth and involving them in various nation-building activities. The Ministry has many youth organizations namely N.S.S, N.C.C, Nehru Yuva Kendra, Youth Hostels, and National Youth Project.

Today Indian student community is without direction and ideology [32],[33]and requires credible youth movement. The NSS is a useful exercise which provides student youth with a social apprenticeship. It also fulfils the criteria of Kulkarni (1988) that education and training are key to youth development. The scheme of NSS has been reduced to a mere inventory of in and off campus activities. The philosophical base of NSS has degenerated due to lack of intelligent

[30] Dutt Rekha, 'Camping Programme for Youth', [Delhi: Dept. of Social work, NSS TORC, 1994]
[31] C. Saigita "National Service Scheme-An instrument of Social awareness". Indian Journal of Youth Affairs, vol .12(1), Jan-June, 2008, pp.1-4
[32] Altbach, Philip G.: The Indian Student Movement. Pp. 204-20. In: Student Activism, Town and Gown in Historical Perspective. Alexander Deconde (Ed.) Charles Scribner's Sons, New York (1971).
[33] Choudhury, P.S.: Some Observations on Youth in India. Pp. 57-61. In: Indian Youth: A Profile. P.S. Nair, V. Muralidhar and Ram Faujdar (Eds.) Mittal Publications, New Delhi (1989).

leadership.[34] The scheme should be given in the hands of able and committed persons to train the students as sensitizers. For the better conceptualization of the scheme, permanent and dedicated programme officers (POs) should be appointed. Since POs have to perform complex task of human engineering and adolescent psychology[35], the government of India should establish training and orientation centers to plan, supervise and evaluate NSS activities and to train and orient the POs in the philosophy of the scheme. It has been observed that social work educators and teachers are preferred as programme coordinators at the university level and as POs at the college level. This conventional association between the scheme and the subject should be broken and the scheme should be coordinated with other disciplines also. Their experience in teaching, training the students in community work and action research should be taken into account during their appointments as programme coordinators, training coordinators, lecturer cum community organizers and POs. Inter disciplinary approach will help in realizing the goal advocated by Frumkin and Lloyd (1995) that the relationship among practice social work and community should be rekindled to promote social change. There is need for enablers to stimulate the human resource development[36]. More and more students should be motivated to take up NSS as it can mould the students into conscientious enablers to expedite the development process and energize the functioning of society. The chief concern of the NSS should be to identify the youth as a social construct in order to redefine and relocate their position in the society. The authorities concerned should work together for popularizing NSS programmes so that the energy and vigor of the youth may be utilized for building a strong and healthy nation.

1.10. Gaps in Literature and Rationale for the Study

A review of the previous studies done on NSS especially the evaluation studies shows that they were mostly done in a limited geographical location that too with a very small sample. None of the studies were done a national level covering a range of stake holders directly and indirectly associated with NSS. Hence, the present study tries to fill in this gap by selecting states from the 5 geographical zones of India namely north, south, east, west & central. Besides it takes a range of

[34] Kulkarni, P.D.: Youth and Social Development. Pp. 8- 18. In: Youth and National Service Scheme. Visuvathas Jeyasingh (Ed.). Training Orientation and Research Centre, Madras School of Social Work, Madras (1988).
[35] Saiyidain, K.G.: National Service for the Youth. Manager of Publications, Government of India, New Delhi (1961).
[36] Nanavathy, Meher CInnovative: Integration of Human Resource Development Programme with Community Development: Social Work Intervention in the Global Programme of Development. Indian Journal of Social Work, LIV (2): 241-250 (1993).

respondent's right from the NSS volunteers, to principals, program officers, university coordinators, area coordinators, Vice Chancellors, Ex-NSS officer, District Magistrates, State ministers, Govt. officials etc. This evaluation study intends to look into various aspects of NSS and come up with some concrete suggestions for further restructuring and strengthening the scheme.

Chapter II
Methodology

Conceptualization of the problem:

The National Service scheme has become the largest youth movement to recon within the last 40 years. It has become an epitome of youth work in India besides being an innovative concentrative effort, honest zeal and commitment to the national development. In the spirit of volunteering, participation in NSS not only works towards improvisation of students' personality but it also helps to increase the capacity by providing a holistic education.[1]

NSS was launched by the Government of India in 1969 on a voluntary cum selective basis in 37 universities and since 1975 the scheme started operating in higher secondary schools in some states. The total allocated strength of volunteers in 1993-94 was 1116340 at both university and 10 +2 levels[2]. But today the scheme operates in 158 universities and there are 4997 units at the college level, and 1893 units at the school level [10 +2] operating in 14 states of India. Though the scheme is very old there are few empirical studies to assess its roles and importance for the nation building and social development.

It is very important to find out the various community development initiatives undertaken by the NSS and to assess its impact on the development of the communities. An empirical assessment will help in upgrading the community development initiatives undertaken by the NSS special camping and regular activities.

From the earlier chapter on literature review, it was found that there were sporadic studies related to National Service Scheme which have been instrumental in understanding the realities and problems of the society. Some evaluation studies, way back in 80's have been done to evaluate the scheme in specific zones.
After reviewing the literature on evaluation of NSS the relevance and necessity of the study was felt. The present study will fill in the gaps.

[1] NSS Annual Report, Maharashtra, 2004-05
[2] NSS Annual Report, 2006

Any ongoing programme needs periodic assessment and evaluation in order to establish its credibility, progress and to strengthen the quality and efficacy of its functioning. Hence, there is a need to evaluate the National Service Scheme mainly to bring about its improvement. There is a necessity to understand the administrative and financial mechanisms of the scheme at different levels and the training needs of the various NSS functionaries. Hence, the present study aims to evaluate the NSS activities and intends to come up with suggestions for restructuring and strengthening the scheme in order to make it a more useful instrument for the National Development.

Purpose of the study:

The number of NSS volunteers across the 29 States and 6 Union Territories have increased from 12.64 lakhs in 1996-97[3] to 48.86 lakhs in 2008-09[4]. In the process of expansion, a huge amount of money, time, talent and energy have been invested.

The **overall objective** of the study was to examine the extent to which NSS has been implemented in the college and universities and to suggest further changes for its improvement.

The **specific objectives** of the study were as follows:

1. To review the planning and implementation of the existing NSS activities in different zones of the study and to assess its impact and sustainability.
2. To examine the structure and functioning of the existing administrative and financial mechanisms at different levels and suggest restructuring.
3. To assess the training imparted to NSS functionaries at the different training centers.
4. To ascertain the motivational requirements to sustain NSS.

[3] IIPA Report on Evaluation of NSS, 1996-97
[4] Letter from Ministry of Youth Affairs and Sports, no. F.1-4/2008-YS III, dated 28th April, 2008

Some Key Concepts:

1. **NSS**: National Service Scheme is a voluntary scheme run under Ministry of Youth Affairs and Sports in various colleges.

2. **Youth**: For the purpose of this study the term has been used to denote persons between the age group of 15 to 35 years.

3. **SLO**: State Liaison Office, to implement the scheme at the state level.

4. **RC**: Regional Centre, to monitor, implement and evaluate the scheme at regional level.

5. **Programme Co-ordinator**: Incharge of the scheme at University level.

6. **District Co-ordinator**: Incharge of the NSS units at a particular district.

7. **Area Co-ordinator:** Incharge of the NSS units at a particular area.

8. **TORC**: Training Orientation and Research Centre.

9. **TOC**: Training and Orientation Centre.

10. **PO**: Programme Officer, Incharge of the NSS unit at the college level.

Research Design:

Research design provides the glue that holds the research project together. A design is used to structure the research, to show how all of the major parts of the research project - the samples or groups, measures, treatments or programs, and methods of assignment - work together to try to address the central research questions. Research design can be thought of as the *structure* of research.[5]

An evaluation kind of research can be formative (designed to inform the process of development) or summative (to judge the effects). For this study, **Descriptive** research design has been used wherein both the above elements were covered. Descriptive research design is best suited for this study since it aims in describing the administrative and financial structure of NSS, its activities, impact, sustainability as well as the training and motivational component in NSS.

[5] http://www.socialresearchmethods.net/kb/design.php

The study was both Quantitative as well as Qualitative in nature. Quantitative data was gathered from the students, programme officers, principals & communities of the colleges spread across five States and one Union Territory. To substantiate the findings of the quantitative survey, special interviews with key officials connected with NSS were conducted in addition to the focused group discussions with community members and students volunteers.

Area of the Study:

The sample of the study was selected by dividing the entire country into 5 zones, namely North, South, East West and Central. The selected States & UT from each of these zones were Uttar Pradesh, Bihar, Maharashtra, Madhya Pradesh, Andhra Pradesh and Chandigarh respectively. (Refer page5-Map of India showing the sample states and UT).

Universe & Sample size:

NSS Units are spread across **29 States** and **6 Union Territories** of India. **Universe** of the study would comprise of all colleges, +2 schools and institutions with NSS units across the country.

Selecting the Respondents of the study:

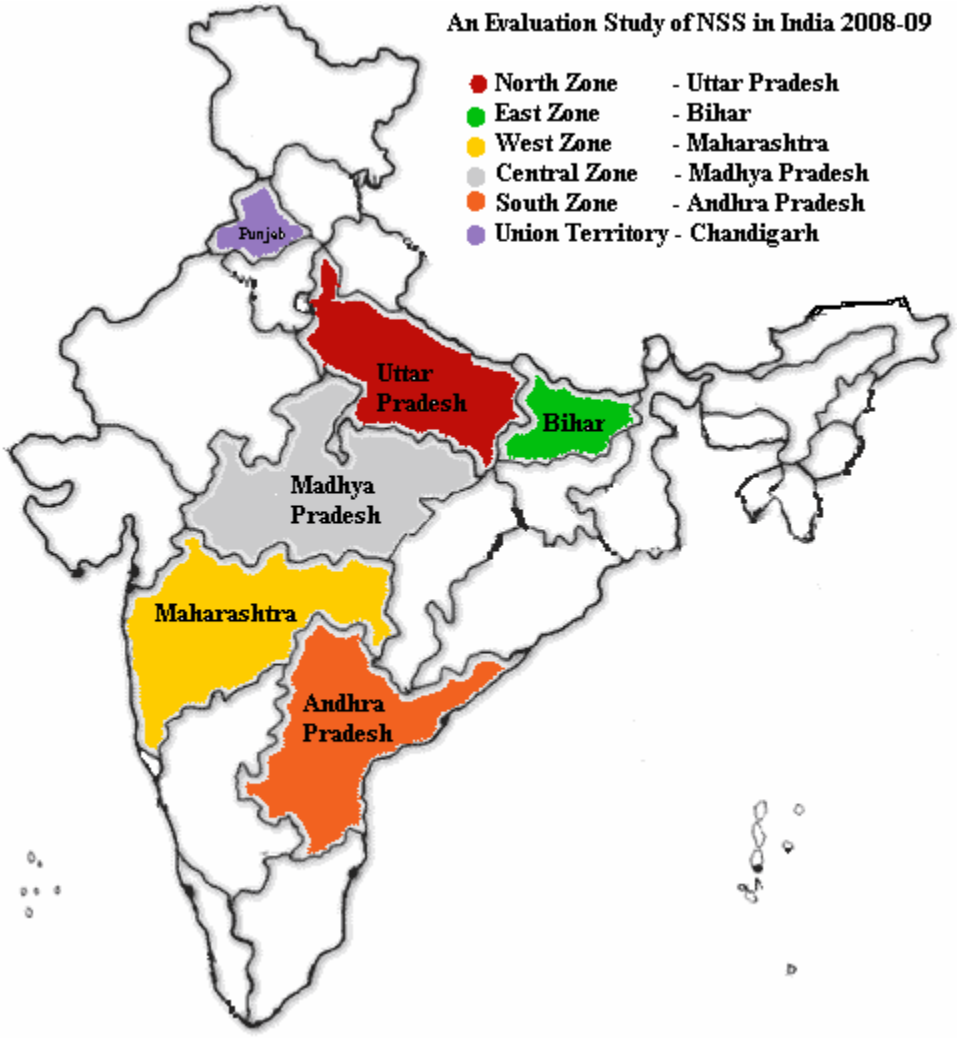
Sampling is the process of selecting units (e.g., people, organizations) from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen.[6]

For this study sampling was done in four stages:

1. **Selection of the States and Union Territory**: The entire country was divided into 5 zones namely north, south, east, west and central to obtain a representative sample. One State was chosen from each of the zones by **Stratified Random Sampling Method**. And out of the existing UT's one was selected by **Stratified Random Sampling Method**.

[6] http://www.socialresearchmethods.net/kb/sampling.php

Fig 2.1: Map of India Showing the Sample States



2. **Selection of the Universities: Two** universities (One conventional & One Professional- Medical, Law, Engineering, ITI) were selected from each state by **Purposive Sampling** after due consultations with the SLOs and RC heads of the participating states. A total of 12 universities were covered under the study.

3. **Selection of the Colleges:** From each of these Universities, **four** Degree colleges and **two** (+2) Junior colleges were selected by **Stratified Random Sampling** to ensure that colleges from both Rural and Urban areas were selected. Thus, a total of **72 colleges** formed the sample of the study.

4. **Selection of the Students: Ten** NSS volunteers, associated with NSS for more than 1 year (currently 2nd and 3rd year students of the college) were selected from each college by **Purposive Sampling**. In case of co-education system, 5 Girls & 5 Boys **were chosen**. Similarly, 5 people (3 key informants & 2 commoners) were purposively chosen from the community being adopted or being served by the NSS Unit of each college. For the sake of Focused Group Discussions (FGDs) another set of 10 students and 10 community members were selected purposively.

Methods, Sources and Tools of Data Collection:

Data were collected through Primary and Secondary Sources. Primary data were gathered through the following methods:

1. **Interview Schedule:** This was the main tool used to collect primary data both Quantitative as well as Qualitative. The schedule contained both close-ended as well as open-ended questions. This method helped in collecting valuable data mainly because of the following reasons:

- As the interviewer and the interviewee were face to face they could encourage and stimulate each other leading to collecting good information.
- The interviewer could check information while recording them and could also seek clarification in case of any doubt.

- This method facilitated easy flow of thoughts and enabled the respondents to understand the questions better by clarifying doubts with the interviewer. [7]

Separate Schedules were administered to the NSS volunteers, Programme Officers, Principals of the colleges chosen, Programme Coordinators, District Coordinators, Area Coordinators, NSS key persons like Programme Advisor, SLO, Regional Centre head, TORC/ TOC head and Programme Coordinators of the Universities. Ex-NSS officials and Community members were also interviewed to assess their views on the role played by NSS in transforming their lives.

The interview schedules used for this study also covered the socio-demographic profile of the respondents, views on existing NSS units, functioning of the administrative and financial structure, training and motivational needs to sustain the activities as well as suggestions and recommendations to improve the structure of NSS under different sections. (Refer Annexure I)

2. **Secondary sources:** Secondary sources included reviewing and analyzing existing literature pertaining to NSS. These encompassed reports of the Programme Adviser's cell, State Liaison Officers, Regional Centers, Training Orientation & Research Centers, Training & Orientation Centers and Programme Coordinators.

Special meetings were held with the relevant Government Officials both at the National as well as at the State level. Discussions were also held with NGO's working in youth and related fields.

3. **Focused Group Discussions:**

Focused Group Discussion is a qualitative method to obtain in-depth information on concepts, perceptions and ideas of a group, and to explore meanings of survey findings

[7] Kothari C R. (1985), *'Research Methodology, Methods and Techniques',* Vishwa Prakashan, New Delhi, pp. 68-84.

that cannot be explained statistically. It is also used to explore the range of opinions/views on a topic of interest. A FGD aims to be more than a question-answer interaction.

This exercise was basically carried out to collect **qualitative data** from the students as well as from the communities mainly to assess the impact of the NSS programmes.

For the focused group discussion in the colleges, 10 students apart from those who were covered by the interview schedule were considered. These discussions were facilitated by the Research team. In case of co-education system it was ensured that among 10 volunteers, equal number of girls and boys participated. In the communities the FGD's were held with the homogenous group.

Separate **Interview Guidelines** based on the objectives of the study were administered to the Ministers and Higher Officials of the concerned States/UT and at the National level. They were mainly asked to comment on the overall functioning and efficacy of the programme.

4. **Non-Participatory observation:** Non-participatory observation is a very important and useful tool for data collection, as it helps in assessing the intangibles perceived before, during and after the interactions[8]. The critical observations made by the research team helped in supplementing and validating the collected data.

Validity of Questionnaires:

A Pilot study was conducted in the University of Mumbai where schedules pertaining to all the categories right from community to SLO were administered. This exercise helped in further refining and fine-tuning the tools of data collection.

[8] http://www.nird.org.in/RESEARCH_HIGHLIGHTS%20-%202004-2005.html

Data analysis:

Quantitative data has been analyzed using SPSS package and the Qualitative data has been analyzed manually by grouping them into various categories.

The analysis plan for quantitative data has been designed in a manner to exclude all possible errors during data processing. Numerical values were assigned to the responses in the interview schedule. Frequency tables were generated to highlight the behaviour of independent variables and their distribution over various responses. The bi-variate tables were used to do further statistical calculations for establishing the relationship among variables.

Problems faced by the researchers:

During the collection of primary and secondary data from the field the research team faced some problems which are mentioned below:

1. In few places the respondents were not cooperative as they were very busy in their ongoing academic activities. E.g. Maharashtra.
2. In few states appointment of research investigators could not take place because of the unavailability of NSS volunteers.
3. The time allocated for data collection was not found to be sufficient by the researchers.
4. The team faced long hours of power cut in few places as a result of which they could not do the data feeding work simultaneously. This inurn delayed the entire course of work that followed.
5. The inaccessibility of computers in the field proved to be another hindrance for the data feeding work.
6. In some of the states it was difficult to get appointments from the key officials who were an important respondent of the study.
7. In many colleges the Principals were not ready for the interviews and directed the team to the Programme Officers. Eg. Maharashtra.

Limitations of the Study:

The research study encountered few limitations which have been listed below:

1. Due to certain unavoidable circumstances, in some states, the two universities were chosen from adjoining districts.
2. Colleges were selected from geographically mixed areas: urban and rural. With an exception of Chandigarh which was UT and urban.
3. Since the study had to be completed in a short time of 4 months, in most of the states the time chosen for Data collection coincided with the college examinations and the subsequent Diwali holidays. In Bihar the data collection had to be completed in a month's time as the colleges were closed for more than a month for Diwali and Dassehra.
4. In some states professional colleges were not covered due to the absence of Professional Universities in those states. Eg. Bihar & UP.
5. In some states +2 council was not present at the college level. Hence instead of +2 colleges the conventional and professional colleges were taken. Eg. Bihar, UP
6. Due to the absence of documentation in most of the colleges secondary information could not be collected at the college level. Eg. Maharashtra.
7. Meetings with Higher Officials and Ministers could not be held in Maharashtra and Madhya Pradesh due to the ongoing elections.

Chapter III

Socio-Demographic Profile of the Respondents

The Socio-demographic profile of the respondents consists of age, sex, religion, caste, educational status, occupation and income. In the present chapter demographic and socio-economic profile of the core respondents- NSS volunteers, Programme Officers and Community Members are considered.

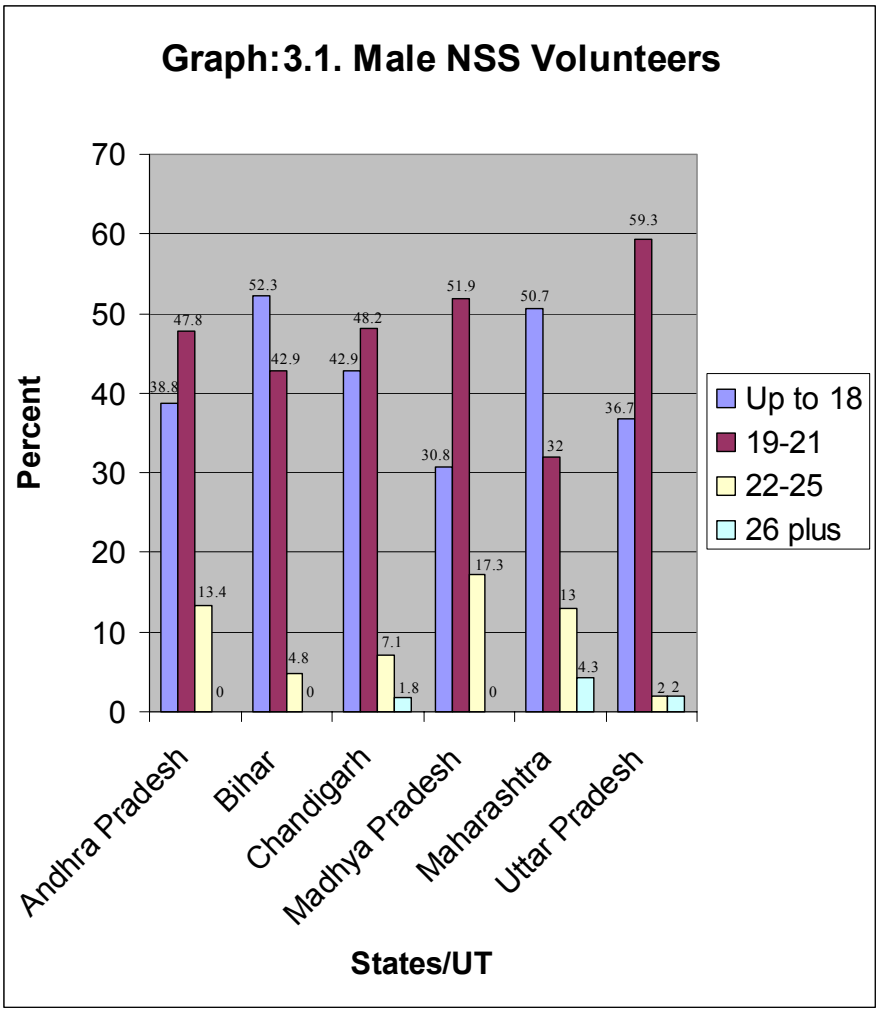
3.1. Age distribution of NSS volunteers

Age is one of the most important demographic characteristics which has a direct bearing on the activity of NSS volunteers and the impact it can create in the community in which they serve. A sample of 723 NSS volunteers was considered from Andhra Pradesh, Bihar, Chandigarh, Madhya Pradesh, Maharashtra and Uttar Pradesh. Almost 98 percent of the NSS volunteers come within the age group of 25 years. NSS volunteers form a very important segment of our educated youth population. Highly motivated and well trained NSS volunteers can serve as catalysts of social transformation in our country. Detailed age distribution of NSS volunteers from the selected States and Union Territory is given in Table-3.1. Maximum number of NSS volunteers in the age group of 18 years was found in the state of Bihar (50.2%) followed by Maharashtra (37.6%) and U.P (36.4). Almost equal number of NSS volunteers in the age group up to 18years was found in Andhra Pradesh (32.6%) and Chandigarh (33.2%). Uttar Pradesh has the largest percent (56.7%) of NSS volunteers in the age group of 19 -21 years followed by Andhra Pradesh (53.7%), Madhya Pradesh (51%), Chandigarh (50.6%) and Bihar (43.1 %). Madhya Pradesh has the largest percent (18.3) of NSS volunteers in the age group of 22-25 years followed by Maharashtra (14%). Andhra Pradesh and Chandigarh have almost the same percent (12%) each in the same age group with Bihar having only 3.8 percent in the same age segment. NSS volunteers in the age group of 26 plus forms just 2.2 percent of the total volunteers.

3.1.1. Age distribution of Male NSS volunteers

A total of 335 male NSS volunteers were considered in the present study. They formed 46.3 percent of the student volunteers covered under the study. Age distribution of male volunteers across the study states and union territory is given in Graph.3.1.

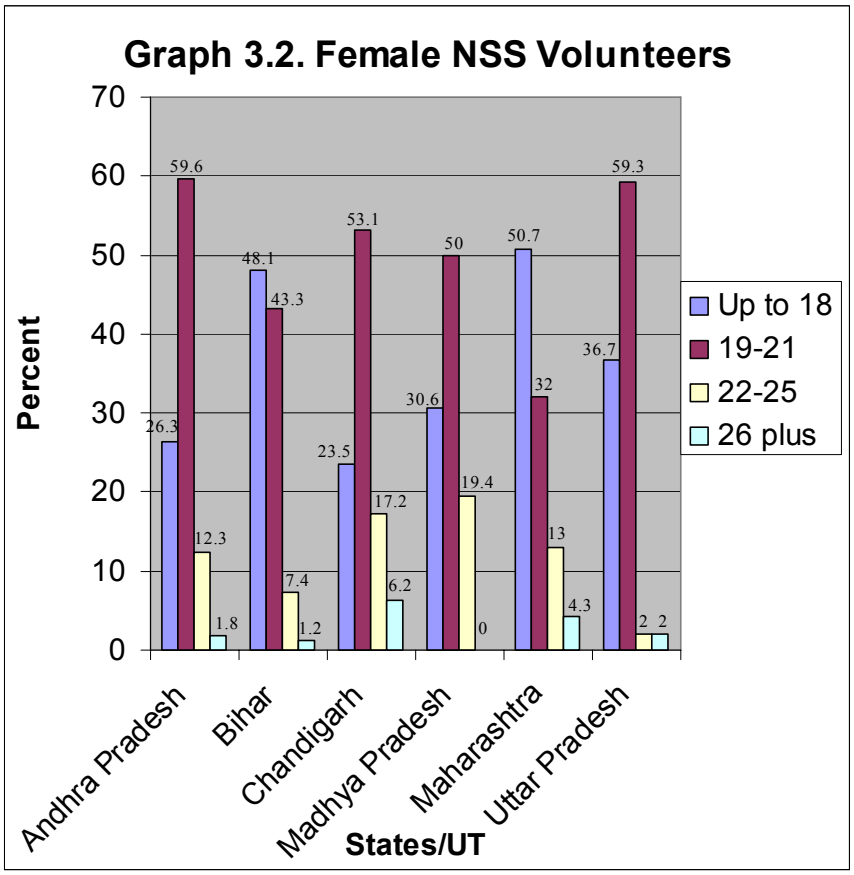
Bihar has the largest percent (52.3%) of male volunteers in the age group, up to 18years followed by Maharashtra (50.7%), Chandigarh (42.9%), Andhra Pradesh (38.8%), Uttar Pradesh (36.7%) and Madhya Pradesh(30.8%). Uttar Pradesh with 59.3 % of male population tops the list of states with the largest percent of male population in the age group of 19-21 followed by Madhya Pradesh (51.9%), Chandigarh (48.2%), Andhra Pradesh (47.8%), Bihar (42.9%), and Maharashtra (32.0%). The percent distribution of male NSS volunteers in the age group of 22-25 in Madhya Pradesh is 17.3 which is followed by Andhra Pradesh (13.4), Maharashtra (13%), Chandigarh (7.1%), Bihar (4.8%) and Uttar Pradesh (2.0%). The percent distribution of Male NSS volunteers in the age group of 26 and above in Maharashtra is 4.3 percent followed by Uttar Pradesh (2.0%) and Chandigarh (1.8%). Andhra Pradesh, Bihar and Madhya Pradesh are not having any NSS volunteer in the age group of 26 and above.



3.1.2. Age distribution of Female NSS volunteers

A total of 388 female NSS volunteers were considered in the present study. They form 53.7 percent of the student volunteers covered under the study. Age distribution of female volunteers across the study states and Union Territory is given in Graph 3.1.2.

Bihar has the largest percent (48.1%) of female volunteers in the age group of 18years followed by Uttar Pradesh (36.0%), Madhya Pradesh (30.6%), Andhra Pradesh (26.3%), Maharashtra (24.6%) and Chandigarh (23.5%). Andhra Pradesh with 59.6 % of female population tops the list of states with the largest percent of female population in the age group of 19-21, followed by Maharashtra (59.0%), Uttar Pradesh (54.2%), Chandigarh (53.1%), Madhya Pradesh (51.9%), and Bihar (43.3%). The percent distribution of female NSS volunteers in the age group of 22-25 in Madhya Pradesh is 19.4 which is followed by Chandigarh (17.2%), Maharashtra (14.8%), Andhra Pradesh (12.3%), Bihar (7.4%) and Uttar Pradesh (5.6%).



The percent distribution of female NSS volunteers in the age group of 26 and above in Chandigarh is 6.2 percent followed by Uttar Pradesh (4.2%) Andhra Pradesh (1.8%),

Maharashtra (1.6%), Bihar (1.2%). Madhya Pradesh is not having any female NSS volunteer in the age group of 26 and above.

3.1.3. Socio-economic Characteristics of the Students

3.1.3.1 Religion: Almost all the religions encourage and promote social service which is considered as a virtue. Out of the 723 NSS volunteers selected for the present study, a very large number of volunteers belong to Hindu religion (87.4%) followed by Muslim (3.9%), Christian (3.2%) and other religions (5.5%). Age and sex distribution of NSS volunteers belonging to different religions from the selected study area is given in Table 3.1.

3.1.3.2. Caste: Under the category of caste, Scheduled Castes, Scheduled Tribes, Other Backward Castes and others- those who do not belong to the above castes were considered. Out of 723 students selected, 51.7 % of the students belonged to the general category followed by OBC (31.4 %), SC (12.7%) and ST (4.1%). Age and sex distribution of NSS volunteers belonging to different castes from the selected study area is given in Table 3.1.

3.1.3.4 Occupation of father: Occupation of father is an important area of contribution to the economic welfare of the family. Out of 723 students covered under the study, 25.7 percent of the students reported that the main occupation of their father was farming, followed by business (22.1%), Industrial worker (6.9%), and Teacher (6.4%). 38.9 percent of the volunteers responses were categories other than the above mentioned ones. Age and sex distribution of NSS volunteers with the occupation of their father is given in Table 3.1.

3.1.3.5 Education of father and mother: Education of parents has a direct relationship with the economic welfare of the family. Out of 723 students covered under the study, 92.3 percent of the students reported that their father was literate and the reported literacy of mother was 80.4 percent. When educational attainment of father was considered it was found that 25.9 percent did not complete their 10^{th} standard. Around 30 percent were graduates and 15.4 percent were post graduates. With respect to the educational attainment of mothers it was found that 37.1 percent

did not complete 10th standard. Around 15 percent were graduates and 7 percent were post graduates.

3.1.3.6 Family Income: Family income from all sources in a year is considered as an important indicator of the economic status of a family. In this regard, a question was asked to all the respondents regarding their annual income. Almost 20 percent of NSS volunteers were having their annual income within the category of up to Rs.20, 000/-. Almost 73 percent of NSS volunteers were having annual income within one lakh rupees. This shows that most of the NSS volunteers come from relatively poor economic background. Age and sex distribution of NSS volunteers with their income levels from the selected study area is given in Table 3.1.

3.1.2 Socio-economic Characteristics of Programme Officers

3.1.2.1. Age distribution of Programme Officers: Out of 71 NSS Programme Officers covered under the study 45 were males and 26 were females. Around 24 percent were under the age of 35 years. Almost 76 percent of Programme Officers were above 35 years old as given in Table 3.2. Younger Programme Officers would be in a better position to guide the student volunteers in their activities.

Table: 3.2.1.: NSS Programme Officers

Sr. No.	Age Groups	Number of respondents	Percent
1	Up to 35 Year	17	23.9
2	36-40 Years	12	16.9
3	41-45 Years	16	22.5
4	46-50 Years	16	22.5
5	51 and above	10	14.1
6	**Total**	**71**	**100.0**

3.1.2.2. Religion: Out of 71 NSS Programme Officers covered under the study 65 (91.5 %) were Hindus, 2(2.8 %) were Christians and 4 (5.6 %) belonged to other religions.

3.1.2.3. Caste: Out of 71 NSS Programme Officers covered under the study 49(69 %) belonged to general category and castes other than SC. ST, and O.B.C. Programme Officers belonging to O.B.C category were 16(22.5 %), S.C 5(7%), S.T 1(1.4 %).

3.1.2.4. Educational Qualification: Out of 71 NSS Programme Officers covered under the study 33(46.5%) were Post Graduates, PhDs- 26(36.6%), M.Phil- 6(8.5 %), MD- 4(5.6%) as given in Table:3.3.

Table: 3.3.: Educational Qualification

Sr. No.	Education	Number of respondents	Percent
1	Graduate	2	2.8
2	MD	4	5.6
3	M .Phil	6	8.5
4	Ph.D	26	36.6
5	Post Graduate	33	46.5
6	**Total**	**71**	**100.0**

3.1.2.5. Subject of specialization: NSS Programme Officers are drawn from varying subjects of specialization and teaching in different sections- Junior college and Degree college. Out of 71 NSS Programme Officers- 46(64.8%) were teaching in Degree colleges, 14(19.7%) in Junior colleges and 8(11.3%) were teaching in both Degree and Junior colleges. Total number of programme Officers with their subjects of specialization is given in Table: 3.4.

Table: 3.4.: Subjects of Specialization

Sr. No.	Subjects of specialization	Number of respondents	Percent
1	Agriculture	1	1.4
2	Commerce	2	2.8
3	Community medicine	3	4.2
4	Economic	5	7.0
5	English	2	2.8
6	Finance	1	1.4
7	General	15	21.1
8	Geography	2	2.8
9	Hindi	4	5.6
10	History	4	5.6
11	Home Science	1	1.4
12	Mathematics	3	4.2
13	No specialization	2	2.8
14	Organic chemistry	3	4.2
15	Philosophy	3	4.2
16	Political science	3	4.2
17	Sanskrit/Hindi/Marathi	4	5.6
18	Science	9	12.7
19	Sociology	3	4.2
20	Zoology	1	1.4
21	**Total**	**71**	**100.0**

In addition to their area of specialization, Programme Officers also have their special interests in dance, drama, music, paintings, sports, poetry etc.

3.1.3. Socio-economic Characteristics of Community Members

3.1.3.1. Age distribution of community members: To gauge the impact of the activity of NSS Volunteers in their adopted villages, 309 community members consisting of 230 males and 79 females were interviewed. The maximum number of community members belonged to the age group 35 – 44 years, 82(26.5 %) and the minimum numbers 44(14.2%) belonged to the age group 55 and above as given in Table: 3.5.

Table: 3.5.: Age-wise distribution of community members

Sr. No.	Age Groups	Numbers of respondents	Percent
1	Up to 24 Years	56	18.1
2	25-34 Years	74	23.9
3	35 to 44 Years	82	26.5
4	45-54 Years	53	17.2
5	55 and above	44	14.2
6	**Total**	**309**	**100.0**

3.1.3.2. Religion of Community Members: Out of 309 community members covered under the study, 270 (87.4 %) belonged to Hindu religion, 11(3.6%) Muslim, 4(1.3%) Christian and 24(7.8%) belonged to other religions as given in Table: 3.6.

Table: 3.6: Religion-wise distribution of community Members

Sr. No.	Religions	Number of Respondents	Percent
1	Hindu	270	87.4
2	Muslim	11	3.6
3	Christian	4	1.3
4	Any other	24	7.8
5	**Total**	**309**	**100.0**

3.1.3.4. Caste: Out of 309 community members covered under the study 127(41.1%) belonged to O.B.C, 51(16.5%) S.C, 12(3.9%) S.T and 119(38.5%) were from general category as given in Table: 3.7

Table: 3.7: Caste-wise distribution of community Members

Sr. No.	Castes	Number of Respondents	Percent
1	Sc	51	16.5
2	ST	12	3.9
3	OBC	127	41.1
4	General & Others	119	38.5
5	**Total**	**309**	**100.0**

3.1.3.5. Education: The educational attainment of the respondents from the community consisted of 20 post graduates (6.5%), 56 (18.1%) graduates, 78(25.2%) though completed SSC, were not graduates. 139 did not complete SSC, as given in Table.3.8

Table: 3.8: Education-wise distribution of Community Members

Sr. No.	Education	Number of Respondents	Percent
1	less than SSC	139	45.0
2	Higher than SSC	78	25.2
3	Graduate	56	18.1
4	Postgraduate	20	6.5
5	Any other	16	5.2
6	**Total**	**309**	**100.0**

Table: 3.1.NSS Volunteers
Percent Distribution of the respondents by Socio-economic and Demographic Characteristics

Characteristics	STATES AND UNION TERRITORY																	
	Andhra Pradesh			Bihar			Chandigarh			Madhya Pradesh			Maharashtra			Uttar Pradesh		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
Demographic																		
Age																		
Up to 18	38.8	26.3	32.6	52.3	48.1	50.2	42.9	23.5	33.2	30.8	30.6	30.7	50.7	24.6	37.6	36.7	36.0	36.4
19-21	47.8	59.6	53.7	42.9	43.3	43.1	48.2	53.1	50.6	51.9	50.0	51.0	32.0	59.0	45.5	59.3	54.2	56.7
22-25	13.4	12.3	12.8	4.8	7.4	6.1	7.1	17.2	12.2	17.3	19.4	18.3	13.0	14.8	14.0	2.0	5.6	3.8
26 plus	-	1.8	.9	-	1.2	.6	1.8	6.2	4.0	-	-	-	4.3	1.6	2.9	2.0	4.2	3.1
Total	100 (67)	100 (57)	100 (124)	100 (42)	100 (81)	100 (123)	100 (56)	100 (81)	100 (137)	100 (52)	100 (36)	100 (88)	100 (69)	100 (61)	100 (130)	100 (49)	100 (72)	100 (121)
Mean	18.6	19.1	18.8(for all students)															
Median	19.0	19.0	19.0(For all students)															
Socio-economic																		
Religion																		
Hindu	85.1	78.9	82.0	92.9	91.4	92.1	82.1	70.4	76.2	98.6	82.0	90.3	96.2	91.7	93.9	95.9	91.7	93.8
Muslim	7.4	5.3	6.3	4.7	8.6	6.3	5.4	1.2	3.4	-	-	-	1.9	2.8	2.4	4.1	4.2	4.1
Christian	6.0	15.8	10.9	-	-	-	-	-	-	-	16.4	8.2	-	-	-	-	-	-
others	1.5	-	.8	2.4	-	1.6	12.5	28.4	20.4	1.4	1.6	1.5	1.9	5.5	3.7	-	4.1	2.1
Total	100 (67)	100 (57)	100 (124)	100	100	100 (123)	100	100	100 (137)	100	100	100 (88)	100	100	100 (130)	100	100	100 (121)
Caste																		
SC	26.9	22.8	24.8	14.3	9.9	12.1	12.5	6.2	9.4	9.6	4.9	7.2	19.0	11.1	15.1	4.1	11.1	7.6
ST	3.0	3.5	3.3	-	1.2	.6	1.8	1.2	1.6	5.8	16.4	11.2	13.0	-	6.5	2.0	-	1.0
OBC	59.7	40.4	50.1	35.7	28.4	32.0	3.6	7.4	5.5	30.8	26.2	28.5	40.6	38.9	39.7	42.9	32.0	37.4
Others	10.4	33.3	21.8	50.0	60.5	55.3	82.1	85.2	83.5	53.8	52.5	53.1	27.4	50.0	38.7	51.0	56.9	54.0
Total	100 (67)	100 (57)	100 (124)	100 (42)	100 (81)	100 (123)	100 (56)	100 (81)	100 (137)	100 (52)	100 (36)	100 (88)	100 (69)	100 (61)	100 (130)	100 (49)	100 (72)	100 (121)

Characteristics	STATES AND UNION TERRITORY																	
	Andhra Pradesh			Bihar			Chandigarh			Madhya Pradesh			Maharashtra			Uttar Pradesh		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
Socio-economic																		
Occupation of father																		
Farmer	55.2	35.1	45.1	19.0	29.6	24.3	7.1	10.0	8.5	36.3	9.8	23.0	19.2	14.0	16.6	46.9	22.2	34.6
Industrial worker	4.5	12.3	8.4	9.5	3.7	6.6	5.4	5.2	5.8	1.4	13.1	7.2	9.6	8.3	9.0	4.1	8.3	6.2
Teacher	1.5	3.5	2.5	4.8	9.9	7.3	1.8	5.8	3.4	5.8	9.8	7.8	7.7	8.3	8.0	16.3	4.2	10.2
Business	13.4	22.8	18.2	28.6	28.4	28.5	33.9	29.6	31.7	18.8	23.0	21.0	13.5	25.0	19.2	4.1	20.8	12.4
other	25.4	26.3	25.8	38.1	28.4	33.3	51.8	49.4	50.6	37.7	44.3	41.0	50.0	44.4	47.2	28.6	44.5	36.6
Total	100 (67)	100 (57)	100 (124)	100 (42)	100 (81)	100 (123)	100 (56)	100 (81)	100 (137)	100 (52)	100 (36)	100 (88)	100 (69)	100 (61)	100 (130)	100 (49)	100 (72)	100 (121)
Education																		
Father literate	68.7 (67)	51.0 (57)	-	100 (42)	79.0 (81)	-	98.2 (56)	81.0 (81)	-	82.6 (69)	56.0 (61)	-	94.2 (52)	34.0 (36)	-	98.2 (49)	71.0 (72)	-
Mother literate	67.2 (67)	86 (57)	-	81.0 (42)	93.8 (81)	-	87.5 (56)	93.8 (81)	-	49.3 (69)	75.4 (61)	-	92.3 (52)	91.7 (36)	-	59.2 (49)	88.1 (72)	-

Characteristics	STATES AND UNION TERRITORY																	
	Andhra Pradesh			Bihar			Chandigarh			Madhya Pradesh			Maharashtra			Uttar Pradesh		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
Socio-economic																		
Income																		
Up to 20,000	71.6	45.6	58.6	9.5	9.9	9.7	10.7	6.2	8.4	21.7	8.2	14.9	21.2	8.3	14.7	10.2	8.3	9.2
21,000 – 50,000	6.0	10.5	8.3	33.5	28.4	31.9	14.8	11.1	12.1	36.2	27.9	32.0	23.1	47.2	35.3	26.5	27.8	27.6
51,000 – 100,000	4.4	14.0	9.3	11.9	22.2	16.2	12.5	18.5	15.5	19.1	14.8	16.9	13.5	11.1	12.3	24.5	29.2	26.6
100,001- 1,50,000	4.5	7.0	5.7	9.5	6.2	7.8	5.4	9.9	7.6	7.2	26.2	16.7	10.3	16.7	13.5	8.2	12.5	10.3
1,50,001 2,00,000	4.5	3.5	4.0	9.5	11.1	10.3	5.4	14.8	10.1	7.2	8.2	7.7	17.3	2.8	10.0	8.2	5.6	6.9
Above 2,00,000	3.0	3.5	3.2	7.1	2.4	4.7	26.4	25.9	26.1	7.2	9.8	8.5	3.1	5.6	4.3	-	8.3	4.1
Not available	6.0	15.9	10.9	19.0	19.8	19.4	26.8	13.6	20.2	1.4	4.9	3.3	11.5	8.3	9.9	22.4	8.3	15.3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

Major findings

- Almost 98 percent of the NSS volunteers came within the age group of 25 years.
- Female NSS volunteers formed 53.7 percent of the student volunteers covered under the study.
- Male NSS volunteers formed 46.3 percent of the student volunteers covered under the study.
- 51.7 % of the students belonged to the general category followed by OBC (31.4 %), SC (12.7%) and ST (4.1%).
- Almost 20 percent of NSS volunteers had their annual income within the category of up to Rs.20,000/-.
- Almost 76 percent of Programme Officers were above 35 years old.
- Out of 71 NSS Programme Officers covered under the study 33(46.5%) were Post Graduates, PhDs 26(36.6%), M.Phil 6(8.5 %) and MD 4(5.6%).
- Out of 71 NSS Programme Officers 46(64.8%) were teaching in Degree colleges, 14(19.7%) in Junior colleges and 8(11.3%) were teaching in both Degree and Junior colleges.

Chapter IV

NSS Activities-Planning, Implementation, Impact and Sustainability

The National Service Scheme (NSS) which is a voluntary scheme aimed at the personality development of student volunteers through community service requires proper planning to ensure effective involvement of various agencies at the Central and State governments. For achieving the objectives of NSS, inter-departmental coordination is every essential. A college student enrolled as NSS volunteer has to put in 120 hours of community work in a year for two years in the form of Regular Activities and Special Camping.

4.1. Aspects of NSS Programmes (Regular Activities & Special Camping)

The NSS programmes are undertaken either under regular or special camping programme which cover four aspects:

1. **Institutional Works**

The students may be placed in selected welfare agencies outside the campuses to work as volunteers.

2. **Institutional Projects**

Improvement of campuses, construction of playfields, swimming pools etc. are covered under this project.

3. **Rural Projects**

These projects include eradication of illiteracy, minor irrigation works, agricultural operations, health, hygiene, sanitation, development of rural cooperatives, small savings drives, construction of rural roads etc.

4. **Urban Projects**

Urban projects cover adult education, welfare of slum dwellers, training in civil defence, setting up first aid posts, hospital work etc.

4.1.1 Special Camping

Under **Special Camping** programme, a ten-day camp is conducted every year in the adopted villages/adopted area on specific themes. Every college participating in NSS is expected to hold a Youth for Rural Reconstruction Camp.

The aim of the regular and special camping programme is to bring the youth face to face with the community and make efforts, to improve their life. The NSS volunteers devote 80 hrs in regular activities for the development of the adopted village. Special camping has been conceived as an opportunity to live with that community for 10 days and experience the conditions and problems of the people.[1]

Special Camping forms an integral part of the 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 the community.[2] Under Special Camping programme, a camp of 10 days' duration is conducted every year in the adopted villages/adopted area on specific themes. Every college participating in NSS is expected to hold Youth for Rural Reconstruction Camp.[3]

4.1.2. Regular Activities

Under **Regular activities,** students are expected to work as volunteers for two years, rendering community service for a minimum of 120 hours per annum. The activities include constructive work in adopted villages and slums, blood donation, adult and non-formal education, health, nutrition, family welfare, AIDS awareness campaigns, tree plantation and improvement of campuses etc.

The NSS regular activities in which the volunteers participate in all the sample states are as follows:

[1] NSS Manual, Ministry of Youth Affairs and Sports, GOI, 2006, pg.19

[2] NSS Manual, Ministry of Youth Affairs and Sports, GOI, 2006, pg.18

[3] C. Saigita. & Ahmed Khalil (2008) Special Camping Programme for Youth, Pg. 8 (under publication)

- Disaster Management program
- Blood Donation Camps and Thalessemia Detection
- International youth Day, Teachers Day
- Ganpati Immersion (Maharashtra)
- Celebration of NSS Day
- International Non Violence Day
- Celebration of Gandhi Jayanti, Children's Day
- World Aids Day
- State Republic Day
- Pulse Polio Drive
- Leadership Camp Training
- Tree Plantation Drives
- Awareness through Street play
- National youth festival
- Women Empowerment
- National Integration and Non- Discrimination
- Cleanliness campaigning
- Rain Water Harvesting
- Indradhanush
- Governor's continuous Blood donation Scheme
- Youth Exchange Program
- Niramal Gram Sawachtta Abhiyan
- Youth for Disaster management
- Water Literacy
- Adolescence & Reproductive Health
- Youth For Cleanliness/Total Sanitation
- Education & Recreation
- Environment Enrichment &conservation campaign
- Gender Justice &Women Empowerment
- National Integration & Communal Harmony
- Consumer Guidance
- HIV/AIDS Awareness Campaign
- Health & hygiene
- Nutrition and Awareness of Various Diseases
- Red Ribbon Club
- Children's Day- Health camp
- Nutrition and Awareness of Various Diseases
- Malnutrition survey (Bengal test study)

(Secondary sources)

From Madhya Pradesh it was reported that the regular activities were very conventional, routine and thrust upon the student volunteers as it is directed from the top consisting of

adoption of slums/villages for one day camp, Orientation to NSS, Campus work, Tree plantation, blood donation and various training programmes.

Case Study:

SATI: Samrat Ashok Technical Institute & Polytechnic: Vidisha- the Programme Officer has done excellent contribution in social development through NSS activities, but the Principal takes the credit for the hard work done by him. The Principal has been bestowed with a number of awards at National and International levels for the institute's NSS activities. The institute is planning for technology transfer to villagers through NSS. Behind this success story the active participation and support of community members, Government departments and the public representatives is visible.

Table 4.1: Collaborating Agencies with NSS

Sr. No.	Collaborating agencies for NSS	Student	Programme Officer
1	Government Organization	49 %	54 %
2	NGO	26 %	48 %
3	Local Organization	38 %	45 %
4	Other college students	30 %	38 %

The study attempted to find out if any agency collaborated with NSS especially for the special camping programme. 49 percent students and 54 percent programme officers stated that government agencies had collaborated with them in their activities. For eg: In Mahrashtra, the Zilla Parishad collaborates with the volunteers to promote the concept of Sanitation. They demonstrat the toilet construction and make the people aware of the benefits of proper sanitation. 48 percent programme officers and 26 percent students said that they also collaborated with NGO's in the community. Many local organizations work in the community on issues similar to that taken in NSS, which when compounded with the NSS

activities gives double the result. Hence it is very crucial to involve the local organization. Further, the local organizations are of immense help in doing the follow up of the activities done by the students. The table above clearly depicts that it is mainly the Government agencies with which the collaboration takes place.

Table 4.2: Type of Cooperation extended by the Higher Officials

Sr. No.	Kind of cooperation extended to the programme	Principal	RC	SLO	Coordinator	TOC/TORC
1	Financial support	43 %	100 %	20 %	37 %	-
2	Spending quantitative and qualitative time for NSS Unit	53 %	100 %	100 %	90 %	-
3	Others	21 %	-	20 %	-	83 %

Various stakeholders of NSS right from Principal to SLO were enquired about the kind of cooperation they extend to the NSS programmes, to which varied responses were received. 43 percent Principal stated that they financially support the programme. 53 percent were of the view that they spend quantitative and qualitative time for NSS unit and 21 percent stated that they also extend other kind of help to the volunteers and the programme officers.

The Regional Centre heads when enquired about their help and support to the NSS team said that they give 100 percent support to the NSS units in terms of finance, delivering lecture, giving motivational discourses and spending quality time with them.

The table above depicts the percentage of SLO responding to this particular question. 20 percent of the SLO's said that they financially support the NSS units. All the SLO's said that they spend enough time and also quality time with the NSS volunteers, programme officers

etc. During special camping they pay visits to the camps and spend quality time with them. Also during other programmes like the University camps and the State level camps they spend time with the volunteers. They also participate in various forums where they meet the Programme Officers, Principals and other officers of NSS.

The Programme Coordinators were also asked the same question. The above table reveals that the Programme Coordinators extend help to the NSS programmes in two ways. 37 percent of the Coordinators said that they financially support the programmes. Whereas 90 percent were of the view that more than the financial support what is most important is the quality time to be spent with them.

The TOC/TORC's said that they do not have any role to play in the financial aspect. Also they have little scope to interact directly with the volunteers. They extend support to the programme in terms of training the programme officers.

From the above table it is clearly noted that help is extended to the programmes mainly by the higher officials (except TOC/TORC official) in terms of time spent by them with the volunteers and the entire team.

4.1.2. Planning Process

Graph 4.1: Awareness of the people involved in the planning process:

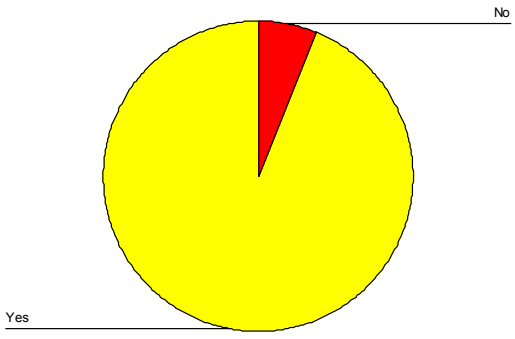


Table 4.3: Awareness of the people involved in the Planning Process

Sr. No.	Awareness of the people involved in the planning process	students	Percent
1	No	45	6.2 %
2	Yes	678	93.8 %
3	Total	723	100 %

The study wanted to find out the awareness levels of all the NSS volunteers regarding the planning process which happens in the college regarding the regular and the special camping activities. Out of the 723 students who were covered under the study, the awareness level in this context was seen in most of the volunteers. 678 (93.8%) volunteers said that they were aware of the planning procedure and the people involved in this process. Whereas 45(6.2&) students reported of not knowing about this process and the people involved in it. The table clearly reveals that majority of the students were aware of the people/stake holders involved in the planning process of the programmes.

Table 4.4: Stakeholders involved in the planning process

Sr. No.	Involvement in the planning process of the activities	Student	Programme Officer
1	Student	83 %	89 %
2	Programme Officer	90 %	96 %
3	Principal	79 %	92 %
4	Community members	51 %	68 %
5	Collaborating Agency	26 %	35 %

Planning of any activity of NSS is done in a participatory way where all the stakeholders i.e students, Programme Officers, Principals, Community members etc are involved. In this

context, all the students and Programmes Officers were enquired about the planning process which takes place in their college. 90 percent of the students stated that it is the Programme Officer who takes the lead in planning the activities. 83 percent were of the view that Students are involved and even their views are considered. 79 percent said that Principals are involved, 51 percent of them were of the view that Community members are involved and 26 percent opined that even collaborating agencies are involved in the planning process.

The Programme officers had slightly different view where 96 percent said that PO's take the lead in planning the events followed by Principal, students, community members and lastly collaborating agency.

The above table reveals that majority of the students and PO's believed that it was Programme Officer who is mainly involved in the planning process.

Table 4.5: Contribution of Stakeholders in the planning process

Sr. No.	Contribution in the planning process	Student	P.O
I	**Student**		
1	Active participation	-	75 %
2	Cooperation	7 %	-
3	Knowledge about village/message passing in village	-	7 %
4	Participation	56 %	-
5	Preparation/make arrangements	3 %	-
6	Suggestion	-	17 %
7	Team leader	2 %	-
8	DK/No contribution	32 %	1 %
II	**Programme Officer**		
1	Coordination	-	7 %
2	Deciding authority	-	21 %
3	Implementation	16 %	-
4	Planning and organizing	-	49 %
5	Planning, guiding/coordination	54 %	-
6	DK/No contribution	30 %	23 %
III	**Principal**		
1	Active Implementation	-	5 %
2	Arrange the funds	1 %	-
3	Chief guest	1 %	-
4	Cooperation/discussion	-	11 %
5	Evaluation	-	-

6	Guidance/support	34 %	-
7	Permission/approval	25 %	-
8	Permission/head/lecture	-	32 %
9	Suggestion and guide	-	42 %
10	DK/No contribution	39 %	10 %
IV	**Community members**		
1	Active Involvement	27 %	-
2	Cooperation	14 %	10 %
3	Helping	-	13 %
4	Participation	-	32 %
5	Suggestion/support	-	13 %
6	DK/No contribution	59 %	32 %
V	**Collaborating Agency**		
1	Assistance	-	16 %
2	Financial help	2 %	-
3	Guidance/cooperation	13 %	-
4	Planning & Organizing	-	13 %
5	Suggestion/support	-	7 %
6	DK/No contribution	85 %	64 %

The students and programme officers were further enquired about the contribution of each of the stakeholders in the advisory meetings held for the planning of events. The table 4.5. indicates that 56 percent students participate actively in the process of planning as they have better knowledge about the village situation. Team leaders are the ones who also take a lead role in planning and organizing the programmes.59 percent said that community members do not contribute at all and only 27 percent responded of the active involvement of community members in planning of the programmes, 39 percent students said that there is no contribution from Principal and his role is basically to guide and support the activities. As such it is the Programme Officer who is involved more and contributes a lot. 85 percent students were of the view that the collaborating agencies also do not contribute in this process at all.

The PO's were of the opinion that the students actively participate in planning of the activities for the regular as well as special camping. 49 percent said that the Programme Officers played a key role is in planning and organizing the NSS events. 42 percent of programme officers reported that Principals normally give guidance to the volunteers. 32 percent of programme officers of the Program Officers responded by saying that the

Community members also participate and contribute at their own levels. 64 percent programme officers opined that there is no role of collaborating agencies in this process.

From the above table it is understood that majority of the students actively participate in the planning process. Programme Officers basically plan, guide and coordinate the events in this process. While majority of the principals are not involved in planning of NSS activities, some play a critical role interms of suggesting, guiding and supporting in planning the activities. Majority of the community members and the collaborating agencies do not contribute in this process at all.

Table 4.6: Role in the planning process

Sr. No.	Role in the Planning process	Principal	Coordinator
1	Advisory committee play more role	12 %	-
2	Coordination	-	27 %
3	Discussion and Arrangements	29%	-
4	Forward the plan and checkout	-	27 %
5	Guidance/motivation	19 %	10 %
6	Permission and cooperation with PO & students	20%	-
7	Planning and Finalizing	7%	36 %
8	No Response	13 %	-

The views of the Principal Coordinators in terms of their role in the planning process were also covered. 29 percent of the Principals were of the outlook that they basically involve themselves more in discussion and arrangements for the programmes. Around 20 percent said that they guide, motivate and cooperate with the PO's, students and the other stakeholders. 13 percent opined that they play a role in the planning and finalizing the plans.

The Coordinators were also enquired about the planning which takes place at the University level. 36 percent gave the response that they normally permit and cooperate with the PO's during the planning session. Coordination of the entire plan, taking it forward and checking it at various point of time is also a major task played by the Coordinators.

Hence, from the above table it is clear that during the advisory meetings the role played by the Principals is mainly to take care of the arrangements of the events planned. While the Coordinators role is to give a final touch to the plans.

4.1.3. Implementation

Table 4.7: Completion of 120 hours of Regular activities

Sr. No.	Completion of 120 hrs	No. of Volunteers	Percent
1	No	107	14.8 %
2	Yes	616	85.2 %
3	Total	723	100 %

Regular activities are one of the important components of the NSS programmes. It was very significant to study whether the students perform all the activities within the time frame. The above data shows that from the entire six sample states seven hundred and twenty three volunteers were contacted out of which six hundred and sixteen of them responded positively by saying that they utilize the allotted time for the regular activities successfully. Whereas hundred and seven volunteers opined that they couldn't complete their 120 hrs of regular activities due to various reasons.

Out of the entire student fraternity which was covered, majority of the them completed the stipulated regular activities within the given time frame.

Table 4.8: State Wise Completion of 120 hours

Sr. No.	States/UT	No	Yes
1	Andhra Pradesh	17	107
2	Bihar	27	96
3	Chandigarh	28	109
4	Maharashtra	11	119
5	Madhya Pradesh	12	76
6	Uttar Pradesh	12	109
7	Total – 723		

The study also tried to see a trend in the activities and therefore tried to study the activities across all the sample states. It is clearly depicted from the table above, that Maharashtra is a state in which majority of the students covered their activities within the given time. This is because of the proper orientation given to the Programme Officers and in turn to the students. Also a proper check to maintain the quality is made at each level of the programme by the different stakeholders. After Maharashtra, AP, Chandigarh and Uttar Pradesh gave similar responses. Madhya Pradesh is lagging behind in terms of completion of the 120 hours, as most of the students of the state said that they could not complete the 120 hrs of regular activities.

Mapping of 120 hours of Regular activities:

In principle, the 120 hours of the regular activities are divided under three major categories which are as follows:

- Orientation of NSS Volunteers-**20 hrs** is allocated for the orientation of the volunteers through different medium like lectures, audio visuals, filed visits etc.
- Campus work- **30 hrs** in a year is spent on the campus work like development of playgrounds, laying of gardens, tree plantation, awareness programme on tobacco, AIDS etc.
- The remaining **70 hrs** is utilized for the community service on the projects in adopted villages/slums. It can be an Institutional work, rural project, urban project, serviced during Natural Calamities and National Emergencies or celebration of National days.

In reality, most of the colleges do not follow the above mentioned schedule of utilization of 120 hrs and the volunteers are not oriented about NSS properly. More emphasis is laid on the campus work and programmes. Awareness drives were held in the college on AIDS, tobacco, against drugs etc. The major chunk wherein the students have to spend time in the community is not taken care of. Thus, the impact of the NSS work on the communities was found to be very less as the contact with the community people was not maintained. In Madhya Pradesh colleges were of the opinion that the regular activities were very conventional, routine and were imposed on them.

Activities are performed in the colleges without actually knowing the objective. In Chandigarh the detail break up of 120 hours of regular activities was not provided by the colleges, but according to them they follow the NSS manual for utilization of the time for the activities. They carry out most of the activities in the colleges. 20 hours of Orientation which is essential is not imparted satisfactorily in Chandigarh.

The NSS activities are organized just to fulfill the assigned task. There is advisory committee at school/college level but students and community members do not attend these meetings. Community members do not participate in most of the activities. The image of NSS volunteers in community is of a 'sweeper' and hence fails to motivate the community for volunteerism. The regular activities are one day programs and are organized every time at new places therefore its impact is not visible. Special camps are good exposure for volunteers but community involvement is only visible in cultural activities therefore it only acts as a picnic for student.

There are +2 and other colleges in the states which have done wonderful activities. One of the nursing colleges in the MP has incorporated NSS activities in its curriculum. They use the NSS platform for the transformation of technology to the community and assists them in developing their villages. They have organized self employment training, use of technology in constructing small check dams, low cost houses, rain water harvesting etc.

NSS is working extremely well in terms of its activity but its sustainability is a question mark as no follow up is done.

In UP, it was learnt that the students are mostly not aware of the bifurcation of Regular Activities. Special camps are not organized for 10 days, many a time, they just get finished within a few days and at times they are as short as one day. Lack of orientation is the main problem, the students during focused group discussion said that most of them don't know how to utilize the 120 hours of regular activities.

In Chandigarh it was observed that the NSS volunteers of most of the colleges complete their 120 hrs of work easily. At the same time very less number of volunteers have undergone general orientation regarding NSS. Activities such as need assessment studies of the communities in villages and slums through household surveys, pulse polio immunization, drive against social evils like female feticide, drug addiction and abuse, superstitions etc. are carried under the head of regular activities. It was also observed that during regular activities most of the college engage volunteers in cleaning the college campuses, gardening, watering plants and so they rarely go to the adopted villages/ slums.

There was large scale sensitization of the various social issues which was reflected during the interaction with the community members in Chandigarh. The Govt. colleges seemed to be the most active ones in implementing programmes and activities. It was observed that Principals of theses colleges got personally involved and were active participants in the field activities along with the dedicated Programme Officers.

Table 4.9: Problems faced during Implementation

Sr. No.	Problems faced during the Implementation	Students	Programme Officers
1	Yes	28 %	68 %
2	No	72 %	32 %

Regarding implementation of the activities in the villages, it was learnt that majority of the students did not face any problem regarding implementation of the activities. On the contrary when the programme officers were enquired they said that they faced a lot of problems during implementation of the activities in the field. The problems were basically funds

related. Delay in the flow of funds and the meager amount leads to various problems. Also it takes much time in funds mobilization and resource mobilization.

The above table shows that the PO's face much more problems than the students in implementing the activities in the field

Table 4.10: Adopted area for the Special Camping

Sr. No.	Adopted Area	Frequency	Percent
1	Slum	138	19.1
2	Village	514	71.1
3	Any other	13	1.8
4	No Answer	58	8.0
5	Total	723	100.0

Basically, to carry out the special camping activities either villages or slums are adopted. Slums are adopted especially in case of urban areas. The data gathered from all the colleges from the 6 sample states reveals that for the special camping purpose villages adopted were more as compared to the other adopted areas. Around 514 colleges adopted villages to conduct special camping activities. 138 colleges adopted slum areas. 58 colleges were such that they did not adopt any area to carry out their activities.

In Madhya Pradesh, it was learnt that communities are only on papers adopted for the special camping. In Chandigarh with regards to Special Camping it was learnt that some of the colleges go to the field for half a day and the rest of the day's activities are carried out in the college campuses. The villagers found these activities very useful because it helped them become aware of the various social problems and also helped them learn as to how to tackle them. But the villagers expressed that they expected much more than mere awareness

campaign. They wanted some constructive work to be done in their villages which had not been done for years.

From the above table one can infer that NSS is functioning better in the Indian villages. But at the same time there are significant number of colleges which have not adopted any area for their camping purpose and the same is not in line with the sprit of NSS.

Table 4.11: Beneficiaries of the Programme

Sr. No.	Name	Count	Response
1	Students	651	46.4
2	Community	557	40.0
3	Others	195	13.9

The above table depicts the response from the students and Programme Officers regarding the beneficiaries of the programme. It was found that the students benefitted more from the NSS activities than the community. 40 percent responded that the community people got benefited in terms of the constructive work done in the villages. There were others like PO's and other people who were also the beneficiaries of these programme though not directly.

From the above table it clearly comes out that the direct beneficiaries of the scheme were the students followed by the community members.

Graph 4.2: Developmental activity taken by the Students (Community)

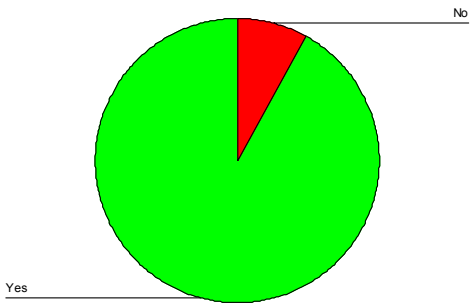


Table 4.12: Regular Activities:

Sr. No.	Activities	Frequency	Percent
1	Cleanliness	76	24.6
2	Education	21	6.8
3	Health awareness (Health camp, checkup, AIDS, etc)	64	20.7
4	Others Awareness (social activities, Yoga, stitching, unity, survey work, child labour, Bund)	59	19.1
5	Plantation	26	8.4
6	Rally	15	4.9
7	Road Repair	12	3.9
8	Sanitation	13	4.2
9	Total	309	100.0

The above table depicts the general regular activities performed by the NSS volunteers. The activities which are to be spread and performed throughout the year are identified at the State Level and passed on to the colleges. Out of the 309 community members who were covered under the study, 91 percent said that some kind of developmental activity is taken by the NSS volunteers in the villages. Whereas 8 percent believed that no such activities were taken by the students.

The same table shows the list of the activities generally performed in the adopted areas. Various activities were listed by the community people out of whom the most popular activity was that of cleanliness/hygiene. 76 people said that programmes on hygiene and cleanliness are majorly carried out by the students. Health awareness related programmes are the second most popular programmes carried out in the villages. This includes drives for camps regarding AIDS, tobacco, and other health related checkups. 19 percent of the respondents responded that students have done programmes on Yoga, stitching, unity, survey work, child labour, education and plantation. Constructive work like road repairing, bund building and sanitation gained meager response.

From the above table it is clear that the majority of the community people all over the states said that significant activities were taken by the volunteers in their area. Cleanliness was the major activity done in the community followed by health awareness. Constructive activities like road repairing, sanitation, bund building did not gain much response which means is happening on a minor scale.

Table 4.13: State wise response of the students on significant developmental change in the adopted communities:

Sr. No.	State	Yes	No
1	Andhra Pradesh	123	1
2	Bihar	114	9
3	Chandigarh	127	10
4	Maharashtra	129	80
5	Madhya Pradesh	80	1
6	Uttar Pradesh	113	8

The State wise data shows that Maharashtra is a place where the communities have benefitted maximum and also the development which has taken place is visible. Maharashtra state is followed by Chandigarh. In Maharashtra, at some places constructive work has been done in

the villages. Sanitation, bund making, well digging were some of the assets developed in the villages.

Table 4.14: Resource Mobilization for the activities

Sr. No.	Resource mobilization	Student	Programme Officer
1	College	93 %	87 %
2	Community	45 %	47 %
3	NGO	18 %	24 %

Being voluntary in spirit the activities/programmes receive less funds and hence there is always a need to mobilize resources from different sources. 93 percent students and 87 percent Programme Officers stated that the resources are generally mobilized from the college. Approximately, 47 percent claim to have mobilized it from the community. Assistance is drawn from the NGO's working in the communities. 18 percent students and 24 percent programme officers stated that they took help from the NGO's working in those communities.

From the above table it is very clear that resources required for the special camping programme is generally drawn from the colleges.

Graph 4.3: Disaster Management work by the volunteers

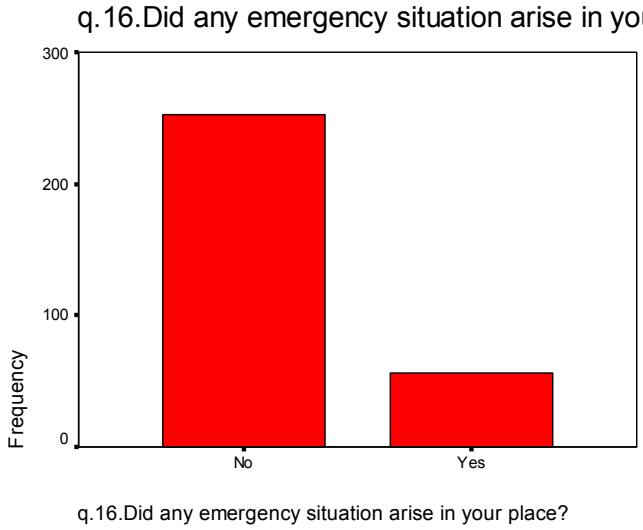


Table 4.15: Disaster situation in the communities

Sr. No.	Disaster situation	Frequency	Percent
1	No emergency	259	81.9
2	Chicken Guniya disease	3	1.0
3	Earth quake	4	1.3
4	Fire Problem	7	2.3
5	Flood	31	10.0
6	Hospitalization	4	1.3
7	Survey	1	.3
8	Total	309	100.0

The community members were enquired as to whether any emergency situation aroused in the villages. In majority of the cases emergency situation as such did not arise. In few cases the villagers had responded by saying that during floods the volunteers were of great help. Volunteers were of help during situations when earthquake happened; when chicken guniya was rampant and during other situations for eg: fire problem.

NSS has done commendable work in Andhra Pradesh during emergency situations in providing rescue, relief and rehabilitation services to the people. Thus it is clear from the above table that volunteers are of help during disastrous situation.

Table 4.16: Collaboration of NGO's with NSS

Sr. No.	Collaboration	Frequency	Percent
1	No	9	30.0
2	Yes	21	70.0
3	Total	30	100.0

Table 4.17: Programmes Collaboration

Sr. No.	Programmes organized	Number	Percent
1	Health camp	10	33.3
2	HIV/AIDS rally	1	3.3
3	Participated	6	20.0
4	Plantation	4	13.3
5	Total	30	100.0

Through the study it was learnt that there were many NGO's working in the communities on different issues in which the volunteers work. And therefore meetings were held with the NGO's to find out if they had any collaboration with NSS. This was also to study what kind of collaboration takes place. Out of the 30 NGO's which were contacted, 21 NGO's said that they had collaborated with the NSS programmes. 33 percent of them were involved in the health check up programmes, 21 percent participated in the NSS programmes and 13 percent were into the tree plantation process and 13 percent into the AIDS awareness mission. 9 of NGO's said that they did not collaborate with the NSS programmes as their issues were different and had different aim and objective.

The percentage of NGO's collaborating with NSS is less. From the above table one can infer that the NGO's working in the area of health were of help to the volunteers. The programmes on health aspect were shared by the two partners. This collaboration is significant keeping in view the sustainability of the programmes in the villages.

At the same time this collaboration could be detrimental also as seen in few places in Maharashtra. It was learnt that the NGO's exploit the volunteers and achieved their motives through the NSS programmes.

Table 4.18: Availability of Resource from NGO's

Sr. No.	Availability of resources From NGO's	No. of NGOs	Percent
1	No	11	36.7
2	Yes	19	63.3
3	Total	30	100.0

As seen in the above table, Out of the 30 NGO's which were contacted around 19 of them responded that they had made resources available for the special camping purpose at some point or the other. Whereas 11 of them said that they did not get any opportunity to help the volunteers in the community.

From the above table it can be said that not many NGO's collaborated with NSS. In case of collaboration resources were mobilized from them apart from the colleges from where majority of the resources were derived.

Table 4.19: Community Contribution/Participation in the activities undertaken by the college students

Sr. No.	Contribution by the Community	Frequency	Percent
1	Active cooperation/ Participation	119	38.5
2	Assisting (Food, lodging, etc)	28	9.1
3	Guiding, Suggestions, Arrangement	46	14.9
4	Knowledge of camp	7	2.3
5	Nothing/No time/No participation	62	20.1
6	Total	309	100.0

Community participation is an important element in the objective of NSS, which is personality development of students through community service. And for community development community participation is very essential. This helps in sustainability of the programmes in the villages.

The above table depicts the participation of the community members in the programmes especially during the special camping programme. Out of 309 community people contacted 119 said that they actively participated in all the programmes of NSS. 28 of them said that they assisted the volunteers by providing them with boarding and lodging. 14 percent said that whenever required they also guided, suggested and arranged for activity to be taken in their premises. 62 of them said that they did not participate at all due to lack of time.

In the state of MP it was learnt that Special camps are good exposure for volunteers but community involvement is only visible in cultural activities therefore it only act as picnic for student.

In Maharashtra it was learnt that the community members are less aware of the activities and the purpose of the special camps.

From the above table it can be inferred that in majority of the cases community participation is seen in the activities conducted by the students.

Case Study:

GHSS, Temla (MP state): The Government Higher Secondary School, Temla of Khargaon district lies in far most western part of the state and has done excellent work in plantation. They have transformed a barren hill into lush greenery since three years. Now the villagers have built a temple there through community contribution and organize a festival every year in which around 2 lakh people gather. The MP government has also recognized their work and the Chief Minister of State have launched '*Hariyali Mahotsav'* a state level environment campaign.

4.1.4. Impact

Table 4.20: Benefit (knowledge gain) to the community people

Sr. No.	Knowledge gain by the NSS programmes	Frequency	Percent
1	Don't depend on govt.	4	1.3
2	Health and Sanitation	80	25.9
3	Literacy Programme	95	30.7
4	No Answer/Nothing	43	13.9
5	Social Obligation	40	12.9
6	Tree Plantation	27	8.7
7	Yes, Gain the Knowledge	20	6.5
8	Total	309	100.0

The villagers were asked for the specific knowledge gained by the NSS programmes, to which they said that they learnt much from the NSS programmes. 30 percent said that the literacy programme helped them in understanding the importance of education. 25 percent responded that they learnt a lot and gained knowledge and information on health and sanitation aspect. Few others said that they came to know about the importance of tree plantation and not to rely on the govt programmes, whereas 43 percent did not respond anything on this.

In Chandigarh, villagers found the special activities to be very useful because it helped them become aware of the various social problems and made them learn to tackle the same, but they expected more than mere awareness campaign.

From the above table it is clear that majority of the knowledge gained was due to the literacy programme. Also a significant number said that they did not receive any knowledge gain.

Table 4.21: Developmental change in the adopted area

	Student	Programme Officer	Principal	Community	RC	SLO	Coordinator	TOC/ TORC
Significant development change in the adopted communities	95 %	96 %	88 %	91 %	100 %	100 %	93 %	100 %

The study tried to find out the impact of the NSS programmes on the community. In this context all the stakeholders were asked if they could see any developmental change in the community due to the various progammes conducted there. Almost all the responses were inclined positively in this aspect. 95 percent students said that there were significant changes seen in the community. 96 percent programme officers were of the view that they have observed significant developments in the adopted area. 88 percent agreed to it. RC heads and SLO's were 100 percent sure of the fact that the NSS programmes had brought significant developments in the community. 93 percent of the coordinators were also confident about this change and said that the NSS activities had some positive impact on the community. All the TOC/TORC supplemented that NSS activities had made significant change in the community. Large scale sensitization of the various social issues was reflected during the interaction with the community members.

From the above table it is very clear that all the stakeholders were confident about the development which has taken place in the villages/adopted areas due to NSS programmes.

Table 4.22: Quantifying the development change

Sr. No.	Quantity of this change	Student	Programme Officer	Principal
1	Low	9 %	11 %	11 %
2	Medium	76 %	68 %	73 %
3	High	16 %	21 %	16 %

All the stakeholders were of the view that the NSS activities have brought significant change in the communities. Further, they were asked to quantify the change which was seen. It is very clear from the above table that maximum of them said that the impact of the NSS activities on the community was medium. 76 percent students, 68 percent Programme officers and 73 percent Principals were of this view. Few said that it made low impact on the villages. This included 9 percent of the students, 11 percent of the Programme officers and Principal. 16 percent students, 21 percent Programme officers and 73 percent Principals stated that the activities had high impact on the communities.

Table 4.23: Impact on specific areas in the communities

Sr. No.	Specific Impact of area	Student	Programme Officer	Principal
1	Health	84 %	96 %	79 %
2	Education	79 %	89 %	74 %
3	Infrastructure	23 %	25 %	24 %

Further, the above stakeholders were asked to point out on the specific areas where these changes were noticed. Three broad categories were offered to them.84 percent of the students out of the total students covered under the study said that the health issue was the most affected one. Even 96 percent programme officers and 79 percent Principals said that the activities had made significant impact on the health awareness and status of the villagers. The villagers were given more programmes and information on health related issues. The second category chosen was that of education. The third category was that of infrastructural change. Bund building, check dam construction, road constructions were some of the important assets created in the adopted area.

In Maharashtra constructive development activities like cleaning and deepening water ponds and wells, reconstruction/repair of roads, small check dams at river and rain water harvesting.were undertaken by the volunteers in the adopted villages

In UP through the focused group discussion it was learnt that some impact was seen on the communities as a result of the NSS activities, as the community members started sending their children to schools and also they started keeping their houses neat and clean. This was mainly because of the awareness created by health and hygiene. But this is not the case everywhere.

From the above table it is clear that mainly the health aspect of the community was dealt by the students followed by education.

Table 4.24: Personality Development of student volunteers through community work

Sr. No.		Student	Programme Officer	Principal	RC	SLO	EX	Coordinator	VC	TOC/ TORC
	Personality Development of student volunteers through community	97 %	99 %	84 %	86 %	60 %	80 %	97 %	75 %	100 %
	IF YES THEN HOW									
1	Gaining the knowledge	30 %	-	11 %	17 %	-	-	-	-	-
2	Improvement in awareness	28 %	-	-	-	-	-	-	-	-
3	Learn many things, their attitude is changed, gain the knowledge	-	60 %	-	-	-	-	-	-	-
4	Personality development through camps to community	29 %	11 %	-	67 %	67 %	-	76 %	-	-
5	Personality is bring developed while working in community	-	-	53 %	-	-	-	-	-	-
6	Responsibility to serve the society	-	23 %	-	-	-	-	-	-	-
7	Self skill/Communications skills/Confidence	-	-	36 %	-	-	-	10 %	-	100 %
8	No Response	13 %	6 %	-	16 %	33 %		14 %		-

The main objective of the scheme is personality development of students through community service. This basic question was put across all the categories to find out if the scheme meets this basic objective. It was very encouraging to see the result. The above table unfolds the response where all the stakeholders except SLO believed that the scheme had met the prime objective and that the personalities of the participating students had developed.

Further, it was probed on to validate the above statement. 30 percent of the students believed that they had gained knowledge due to the activities they were in, it had also happened due to the camps they underwent, 29 percent said that their general knowledge and awareness on various issues had increased. Through NSS activities they had learnt many new things and got aware about health, education and social responsibility etc. There were 13 percent who did not respond to this question.

60 percent programme officers believed that the volunteers learnt many things from NSS; their attitude got changed towards looking at different issues. 23 percent said that they came to know about their responsibility to serve the community and the nation. 6 percent of them did not respond to this particular question.

Principals when contacted over this issue said that the personality development mainly took place because of the community living and working in the camps. About 53 percent of Principal agreed to this. 36 percent opined that the student's personal skills have grown. Communication skills have increased and also their confidence level had increased.

67 percent of the Regional Centre, 67 SLO and 76 percent Programme Coordinators said that the personalities of the students had developed due to the special camping programme. They learnt a lot while in the field. 16 percent gave no response.17 percent RC, 33 percent SLO and 14 percent Programme Coordinators gave no response.

100 percent TOC/TORC said that the programme had benefited the students in many ways and had especially enhanced their skills. Their communication skills and confidence level has increased manifolds.

From the above table it is clear that all the other stakeholders believed that the basic objective of NSS was met by the programmes organized.

Table 4.25: State wise response of NSS effect on the personalities of the students

Sr. No.	State	No	Yes
1	Andhra Pradesh	2	122
2	Bihar	4	119
3	Chandigarh	5	132
4	Maharashtra	0	130
5	Madhya Pradesh	2	86
6	Uttar Pradesh	3	118

State wise response on the NSS effect on the personalities of the students reveals that Chandigarh was the leading state where all the students covered gave their response which was very encouraging. Only 5 students (insignificant numbers) from Chandigarh said that NSS did not affect them. Chandigarh was followed by Maharashtra state where all the students said that their approach, their capabilities and capacities have entirely changed by being in NSS. They have gained new skills by being in NSS. Madhya Pradesh was the state where lowest response was received by the volunteers. In Bihar, in many of the colleges NSS is not functioning properly still the response gained from the student's fraternity is very interesting.

Table 4.26: Attitude Change in Students

Sr. No.		Students	Programme Officer	NGO
	Attitude Behavior change in student due to NSS	92 %	97 %	77 %
	If yes, Then what			
1	Self Confidence/Personality Development	32 %	-	39 %
2	Helping nature Improved/Social work	25 %	-	61 %
3	Learn the Discipline / Punctuality	4 %	-	-
4	Change the attitude/Positive attitude/responsible	10 %	-	-
5	Awareness of community	18 %	-	-
6	Don't Know/No response	11 %	-	-

The fact that NSS has changed the personality of the students was further discussed at length with the students and programme officers. The above table reveals the response of 92 percent students, 97 percent Programme Officers and 77 percent NGO's that being in NSS has lead to an attitudinal change and behaviour change in the volunteers. The respondents were further questioned on what aspect of the students got changed or developed.32 percent students and 39 percent NGO people said that self confidence of students had increased. 61 percent of NGO; s were of the opinion that helping nature develops. This nature basically developed due to working in close connection with the community people. Few students said that they learnt to be punctual and value the time concept. They also learnt to be in disciplined. Some said that they got to know about the community. According to most of the groups they understood community very closely and realized their responsibility towards the society. A positive attitude, approach has developed towards life and the other people. There were some 11 percent who could not define the attitude change in them.

From the table it is seen that attitude change has happened in the students. It is basically the confidence level which has increased in them.

Table 4.27: State wise response on the attitudinal change in Students

Sr. No.	State	No	Yes
1	Andhra Pradesh	12	112
2	Bihar	11	112
3	Chandigarh	12	118
4	Maharashtra	0	130
5	Madhya Pradesh	18	119
6	Uttar Pradesh	4	117

State wise data studied where it was observed that Maharashtra state ranked highest in terms of attitudinal change in the students than any other state. Andhra Pradesh and Bihar were the states where the responses were low.

Table 4.28: Importance of NSS

Sr. No.	Importance of NSS	Principal	RC	SLO	Coordinator
1	Development of community & personality development of students	37 %	-	-	-
2	Learning more things	-	33 %	-	20 %
3	Personality development & also community	-	50 %	75 %	30 %
4	Very good/channel/Essential	63 %	17 %	25 %	50 %

The Principals, Regional Centre's, SLO's and Coordinators were asked about the importance of NSS to them. The table above shows varied responses given by these respondents. 37 percent Principal, 50 percent RC heads, 75 percent SLOs and 30 percent coordinators felt that NSS was important to them since it played an important role in changing the personalities of the students and had significantly developed the communities too. 33 percent RC's and 20 percent Coordinators felt that they themselves had learnt a lot from being in NSS. They all said that it was very important to have NSS in the college as it is an important channel to channelise the constructive energies of the students. Few were of the view that their own personalities have been affected and they have developed a positive approach towards life. Hence, these respondents felt the importance of being in NSS.

From the table above it is known that the stakeholders of NSS feel the scheme to be important as it has great impact on the personality development of students and the community derives benefit from the different NSS activities.

Table 4.29: State wise response of the effect on the community

Sr. No.	State	No Effect	Created health awareness/ development	Health and Education awareness	People became aware of various things/ various activities/ society, culture, evil/health /education etc.	Very less awareness/ less effective	Villagers gaining the knowledge	Yes, good awareness and development in the community (plantation, cleanliness, sanitation, motivation etc.
1	Andhra Pradesh	13.3%	15.0 %	25.0%	18.3%	1.7%	10.0%	16.7%
2	Bihar	19.4%	9.7 %	9.7%	.0%	41.9%	3.2%	16.1%
3	Chandigarh	1.7%	5.0 %	30.0%	21.7%	21.7%	11.7%	8.3%
4	Maharashtra	4.4%	11.1%	2.2%	11.1%	.0%	4.4%	66.7%
5	Madhya Pradesh	.0%	15.1%	11.3%	13.2%	13.2%	1.9%	45.3%
6	Uttar Pradesh	8.3%	20.0%	28.3%	21.7%	13.3%	3.3%	5.0%

State wise data of impact on the community shows that majority of the states except Chandigarh reported the fact that much of the community work was focused on Health issues. In Chandigarh, the focus of the activities was more on education. This result is owing to the topic of the special camping which was given by the Ministry for the past two years. All the colleges had to undertake activities related to health awareness and issues relating to the same. It was only Chandigarh which was differing and was focused on education.

4.1.5. Evaluation/Follow up

Table 4.30: Visits to the Special Camp

Sr. No.	Visit to Special camp	RC	SLO	Coordinator	TOC/TORC
1	Up to 10 camp	-	-	30 %	40 %
2	11-50 camp	57 %	40 %	20 %	40 %
3	More than 50 camp	14 %	-	17 %	20 %
4	Many camp	29 %	60 %	-	-
5	No response	-	-	33 %	-

Table 4.31: Contribution in the Special Camps

Sr. No.	Contributed in Special camp	RC	SLO	Coordinator	TOC/TORC
1	Coordinating and Monitoring	-	-	13 %	-
2	Guidance/suggestion	-	-	20 %	16 %
3	Monitoring and Motivation	29 %	60 %	-	67 %
4	Planning and Implementation	57 %	20 %	47 %	-
5	No Response	14 %	20 %	20 %	17 %

Monitoring is considered to be an important aspect of the entire process of special camping and all the activities run under the scheme. It is a dual method where not only the activities are supervised but also on spot guidance, facilitation and support is provided. Therefore, visits to the special camps become very important from this point of view.

The higher officials in the system were asked about the visits they pay to the special camps. 30 percent coordinators and 40 percent TOC/TORC's said that on an average they make ten visits to the camps in a year. 11-50 camps are visited by all the above respondents. More than 50 visits were paid by all the respondents except SLO. There were 33 percent coordinators who did not respond to this question.

Contribution in the camps is more important than just paying visit and supervising the event. 13 percent coordinators said that they just coordinate the whole event and monitor the camp. 20 percent coordinators and 16 percent TOC/TORC's responded that they provide guidance and suggestions to improve their camps during their visits. 29 percent RC's and 60 percent

SLO have stated that they monitor and motivate the volunteers during their camps. They do this generally through their inspiring discourses, lectures etc. Rest of them said that they even help the volunteers in planning and implementing the activities in the communities. There were few who did not respond to this question.

From the above table it can be inferred that RC pay visits up to 50 camps, SLO's many and Coordinator visit 10 camps annually. TOC's and TORC's pay visits up to 50 in numbers.

Table 4.32: Status of Evaluation:

Sr. No.	Whether evaluation takes place or not	Student	Programme Officer	RC	SLO	TOC/TORC
1	Yes	79 %	79 %	71 %	100 %	50 %
2	No	21%	21%	29%	-	50%

The purpose of evaluation is to find out the extent of programmes and its impact on the community and the learning of the students, the factors responsible for effective implementation of the programme and suggest improvements in the functioning of the programme[4]

Here the evaluation was pertaining to the special camping held in the colleges. The evaluation of special camping is normally done to see the effect and impact of the programme on the villagers, to understand the extent to which the aims and objectives of the special camping were met, to understand the limitations of the camps and ways and means to improve the activities.[5]

From the above table it is understood that 79 percent of students and programme officers, 71 percent of RC's, 100 SLO's and 50 percent TOC/TORC said to have had evaluation of NSS special camping. It is very clear from the table that all the SLO's claimed to have this process in place.

[4] NSS Manual, Ministry of Youth Affairs and Sports, GOI, 2006, pg.106

[5] C. Saigita. & Ahmed Khalil (2008) Special Camping Programme for Youth, Pg. 27 (under publication)

The SLO's were the ones who confidently spoke about the evaluation of the programme. Other respondents were not sure about this method. Significant number of respondents did not have any answer to this query.

Table 4.33: Mechanism used in evaluation

Sr. No.	Mechanism used for evaluation	Student	Programme Officer	Principal	RC	SLO	TOC/ TORC
1	Evaluation	-	16 %	-	20 %	40 %	67 %-
2	Group Discussion	17 %	11 %	13 %	40 %	-	
3	Interaction with community and student	-	-	29 %	-	-	-
4	Interview and discussion	-	16 %	-	40 %	40 %	-
5	Observation Visit	51 %	26 %	21 %	-	-	-
6	Re-examination	-	-	21 %	-	-	-
7	Survey/ Interview schedule	25 %	9 %	16 %	-	20 %	33 %
8	No Answer/DK	7 %	22 %	-	-	-	-

There are different methods to evaluate a programme. It can happen by group discussion, interaction with the community and students, observational visit, survey and re-examination. This question was administered to all the respondents of the study. Majority of the student's responded saying that observation visits are made by the higher ups. While few others said that group discussion is a method which is also common.

Majority of the Programme Officers said that observation visit to the community is the best method of evaluating a programe. A significant numbers said that evaluation does not take place.

The principals stated that interaction with the students and the communities was the method applied. Few others said that observation visits are made to the spots. Few others said that survey method was also used. It implies that research work takes place to study the activities.

Interviews and group discussion were the common method applied for evaluation as per the RC's and SLO's were concerned. TOC's/TORC's did not attempt this question properly. They said that evaluation takes place but could not describe the method.

From the above table it is clear that evaluation takes place in few places and is not uniformly followed everywhere. The method applied is also different at different places and also varies from one stakeholder to the other.

Table 4.34: Role of respondents in Evaluation

Sr. No.	Role in Evaluation				RC	SLO	TOC/ TORC
1	Evaluate of the target given	-	-	-	20 %	40 %	-
2	Monitoring and Guidance	-	-	-	60 %	40 %	50 %
3	No Answer/No evaluation	-	-	-	20 %	20 %	50 %

Evaluating the programme is basically the task of the higher up for instance, RC's, SLO', and the TOC/TORC's. According to the above table majority were of the view that they monitor the programmes and guide the volunteers wherever necessary.

It was surprising to note that 50 percent of the TOC/TORC's do not have any role to play in the evaluation process.

Table 4.35: Evaluation of the programme

Sr. No.	Who Evaluates the programme	Student	Programme Officer	Principal
1	Programme Officer	83 %	86 %	52 %
2	Principal	49 %	34 %	34 %
3	Community	41 %	36 %	38 %
4	Student	61 %	77 %	10 %

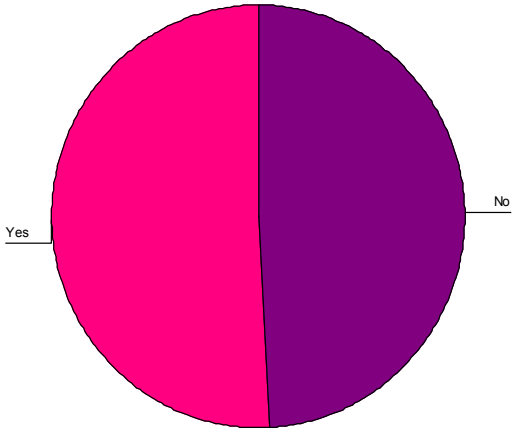
As seen from the previous tables it is clear that evaluation of the programme happens in some places. Now it was important to know who does this evaluation. 83 percent students stated that it is PO who does the evaluation of the programme. 86 percent out of the entire PO group said that PO's do this evaluation. 52 percent Principal were of the view that it was PO's who do the evaluation. Out of all the students who were contacted 49 percent said that Principals do the evaluation procedure. Whereas 34 percent of PO's and Principals said that evaluation was done by Principals only. It was equally interesting to learn that 38 percent Principals, 36 percent PO's and 41 percent students said that Community people are also involved in the evaluation process. Few others said that students are the ones who do the evaluation of the special camps.

From the above table it is clear that since PO's are in charge of the programme at the college they are the best persons also to evaluate it.

Table 4.36: Community response to the follow up done

Sr. No.	Community response to the follow up of the activities	Frequency	Percent
1	No	152	49.2
2	Yes	157	50.8
3	Total	309	100.0

Graph 4.4: Community response to the follow up done



It was very interesting to see that equal numbers of community members said that the students do not come back for follow up of the activities done during special camping Programme. The reason for this is that the students have these activities for 2 years and then a fresh batch comes. Here community participation plays a very important role where the community people have to take over the work left by the students so as so ensure the sustainability of the project in the village.

In many cases every year different slums or villages are adopted for the camping and hence proper follow up of the activities in that area can not be done. Also regular activities when carried out at different places every year reduce the impact on a given area.

Table 4.37: State wise SLO's response to importance of NSS

Sr. No.	State	No response	Preparing personality, leadership	Selfless service by the society	Student should chance to work in NSS, certificate	Wonderful youth dev. prog.
1	AP	-	-	-	-	1
2	Chandigarh	-	-	1	-	-
3	Maharashtra	-	-	-	1	-
4	MP	1	-	-	-	-
5	UP	0	1	-	-	-

All the SLO's when administered with the above question gave interesting results. The SLO from AP said that it is wonderful youth programme. Chandigarh SLO said that it is selfless

service to society, SLO from Maharashtra said that it is an opportunity for students to work for the nation, SLO from UP was of the view that it is preparing personalities of the students and building leadership qualities. It was equally interesting to note that the SLO from MP did not give any response against this.

From the table it is clear that NSS is important to all the SLO's except one as it is a wonderful youth programme. It is a preparing stage for the personalities and the leadership skills. It also gives opportunity for the students to work for the nation.

4.1.6. Sustainability

Sustainability means long term and continued developmental impact which is expected from NSS activity but in reality this does not take place.

NSS is working very well but while talking about its activity and its impact and sustainability there is no positive result as it should be seen in practical. The volunteers do all the work in the communities but after that no one goes to see its impact and the sustainability of the programme. For few days they get time to see the changes but for a long time is a question mark.

The NSS activities are of very short duration in terms of sustainability and consistency of developmental work.

In Chandigarh it emerged from most of the stakeholders that Special camps should be organized year after year to create tangible and durable community assets.

Some Anecdotes on Activities, Impact & Sustainability

- NSS activities are successful in colleges where the principal is taking interest. Hence the principal of the college is very much important for the meaningful implementation of NSS at the college level.

- The way it is mandatory for medical students to serve in the rural area, similarly it should be made mandatory for college students to work in rural areas through NSS before taking up any job

(Mr. Jaya Mohan Pillai -Chief Secretary, Bihar-)

- The state machinery should be more involved in NSS activities. The higher officials should make monitoring and evaluation of the ongoing NSS activities. Surprise checks should also be done.

- NSS in reality has a potential to do a lot. Unfortunately its not doing any concrete/ tangible work in Bihar.

- The volunteers join NSS to have fun, to miss classes. They don't have the real will to serve.

(**Mr. Afzal Amanullah -Home Secretary, Bihar)**

- Conceptually its a wonderful scheme but it has degenerated over a period of time.
- The NSS activities should be planned in accordance to the needs of the society rather than the allocation of funds. One of the reasons for the failure of the scheme is that its programs are Top Heavy and not in accordance to the needs of the people.
- In Bihar the State level unit of NSS needs to be strengthened. In other words the State Liaison Office needs to be established.

(Mr. Vivek Kumar Singh- Principal Secretary Youth, Sports & Culture, Bihar-)

- Since the last 10 years tree plantation is less. The NSS volunteers organized the cleanliness of Gomti River in which every one like politician, environmentalist, NGOs, voluntary organizations were involved.
- I belong to Allahabad and I know that NSS is doing very good work in Allahabad University. The NSS students organize medical camps. They also work along with the Scout guides as volunteers in Kumbh Mela.

(Dr. Rakesh Dhar Tripathi -Higher Education Minister, UP)

- Inorder to improve the scheme, the funds needs to be raised, monitoring mechanism should be established to mainstream the scheme, The Program Coordinator and the Program Officer should be motivated to sustain the program, The NSS volunteers should feel proud to be involved with NSS.

(Mr. Anjani Singh- Principal Secretary Education, Bihar)

- Program and activities should not be top – down but it should be bottom – up i.e. at the grass root level programmes and activities should be tailored and suggest to the top level.

(Mr. Suresh Ambekar -Director - Vishwa Yuvak Kendra -New Delhi)

- Calendar of Activities is not chalked out and is left to the whims and fancies of the POs to decide.

(**Mr. R.K.Mishra- CYP- Director. Chandigarh-)**

- NSS is the only existing activity which has direct reach out to 3.9 million students every year through formal educational processes which sensitize the students for social service with orientation to social problems. Therefore it is an important formal activity and should be established as a regular activity than remain mere as a scheme.

(Dr Mahendra Giri, SLO, Madhya Pradesh)

- The focus of the programme should be more at village level along with the macro level, which can happen during special camping.

(Mr. Ashutosh Mishra, Principal Secretary, Higher & Technical Education, AP)

Major Findings

- Disaster Management program, Blood Donation Camps and Thalessemia Detection, International youth Day, Teachers Day, Ganpati Immersion, Celebration of NSS Day, International Non Violence Day, Celebration of Gandhi Jayanti, Children's Day, World Aids Day, State Republic Day, Pulse Polio Drive, Leadership Camp Training, Tree Plantation Drives, Awareness through Street play, National youth festival, Women Empowerment, National Integration and Non- Discrimination, Cleanliness campaigning, Rain Water Harvesting, Indradhanush, Governor's continuous Blood donation Scheme, Youth Exchange Program, Niramal Gram Sawachtta Abhiyan, Youth for Disaster management, Water Literacy, Adolescence & Reproductive Health, Youth For Cleanliness/Total Sanitation, Education & Recreation, Environment Enrichment &conservation campaign, Gender Justice &Women Empowerment, National Integration & Communal Harmony, Consumer Guidance, HIV/AIDS Awareness Campaign, Health & hygiene, Nutrition and Awareness of Various Diseases, Red Ribbon Club, Children's Day- Health camp, HIV/AIDS Awareness Campaign, Health & hygiene, Nutrition and Awareness of Various Diseases, Malnutrition survey (Bengal test study) – are the regular activities run across India.
- The Government agencies are the collaborating agencies for the NSS activities.
- Major help is extended to the progammes by the higher officials except TOC/TORC in terms of time (qualitative and quantitative) spend with the volunteers and the entire team.
- Majority of the students were aware of the stakeholders involved in the planning process
- Majority of the students and PO's believed that it was the Programme Officer who was mainly involved in the planning process.
- Majority of the students actively participated in the planning process. Programme Officers basically planned, guided and coordinated the events in this process. The Principals basically suggested, guided and supported in planning and activities. The community members and the collaborating agencies did not contribute in this process at all.

- The main role played by the Principals is to take care of the arrangements of the events planned and the Coordinators role is to give a final touch to the plans.
- Majority of the students covered the stipulated regular activities within the given time frame.
- Maharashtra is the leading state in terms of completion of regular activities within the stipulated 120 hours.
- NSS is happening more in villages in India. But at the same time there are significant number of colleges which have not adopted any area for their camping purpose and is rather detrimental to NSS.
- The direct beneficiaries of the scheme were the students followed by the community people.
- Significant activities were taken by the students in the community. Cleanliness was the major activity conducted in the community followed by health awareness programme. Constructive work like road making and repairing, bund building etc. was less.
- Out of the six states, Maharashtra is the state where constructive and significant development has been observed.
- Resources required for the special camping programme were mainly mobilized from the college followed by the community.
- Volunteers were of help during the disastrous situations like floods, fire etc.
- The percentage of NGO's collaborating with NSS is less. The NGO's working in the area of health was of help to the volunteers. The programmes on health aspect were shared by the two partners. This collaboration is significant keeping in view the sustainability of the programmes in the villages.
- At the same time this collaboration could be detrimental also as seen in few places in Maharashtra. It was learnt that the NGO's exploit the volunteers and achieved their motives through the NSS programmes.
- In majority cases community participation was seen in the activities conducted by the students.

- Majority of the knowledge gained was due to the literacy programme conducted in the communities by the volunteers. Also a significant number said that they did not receive any knowledge gain.
- The impact of the NSS activities on the community was medium.
- All the stakeholders believed that the scheme had met the prime objective and that the personalities of the participating students had developed.
- The personality element especially the skills like confidence and communication increased because of working in the community.
- State wise response reveals that Chandigarh was the leading state in terms of admitting the fact that NSS brings personality change in the students. Chandigarh is followed by Maharashtra state.
- It is learnt that attitude change has happened and especially self confidence has increased in the students.
- State wise response on the attitude change shows that Maharashtra is the state which is leading the other states. Lowest response was sought from AP and Chandigarh.
- NSS is important to the stakeholders because it develops the personality of the students at the same time communities are also developed.
- State wise response on the effect on the communities shows that in majority of the states the focus of work was on health related issues.
- The RC's, SLO's and TOC/TORC pay 50 visits annually to the special camps. Corordinators pay fewer visits to these camps.
- These higher up's visit the camps basically to monitor and supervise the camps and guide them wherever required.
- The SLO's were the ones who confidently spoke about the evaluation of the programme. Other higher ups were not sure about this method. Significant number of respondents did not have any answer to this query.
- Evaluation takes place in few places and is not uniformly followed everywhere. The method applied is also different at different places and also varies from one stakeholder to the other. Observation visits and interaction with students and community people are the most common methods applied.

- Majority were of the view that they monitor the programmes and guide the volunteers wherever necessary. It was surprising to note that 50 percent of the TOC/TORC's did not had any role to play in the evaluation process.
- PO's are in charge of the programme at the college and so they are the best person to evaluate the programme.
- Equal number of community members said that the students do not come back for follow up of the activities done during special camping Programme.
- NSS is important to all the SLO's except one as it is a wonderful youth programme. It is a preparing stage for the personalities and the leadership skills. It also gives opportunity for the students to work for the nation.
- NSS is working very well but while talking about its activity and its impact and sustainability there is no positive result as it should be seen in practical.

Chapter V

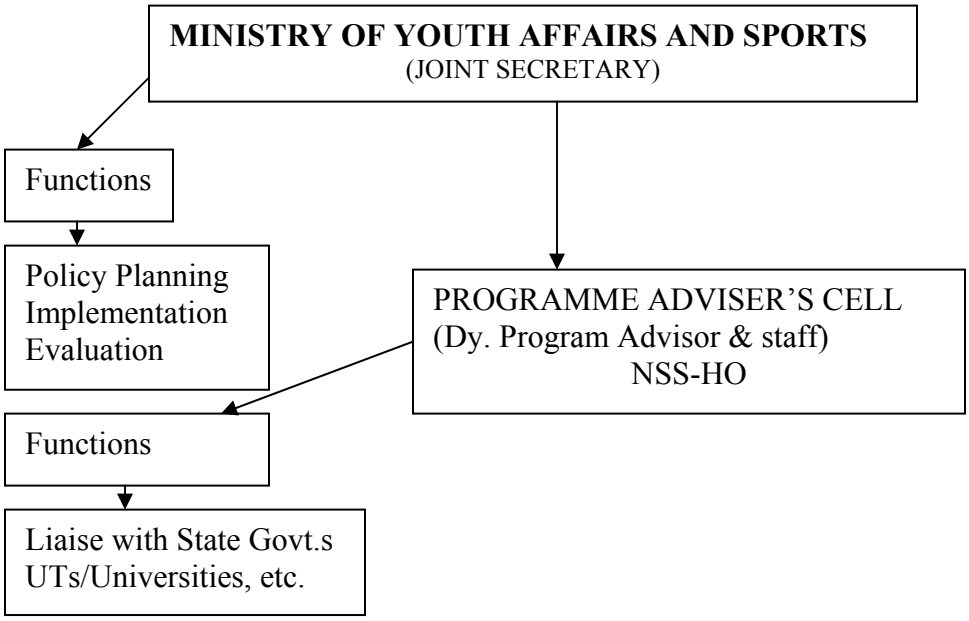
Administrative and Financial mechanism of NSS

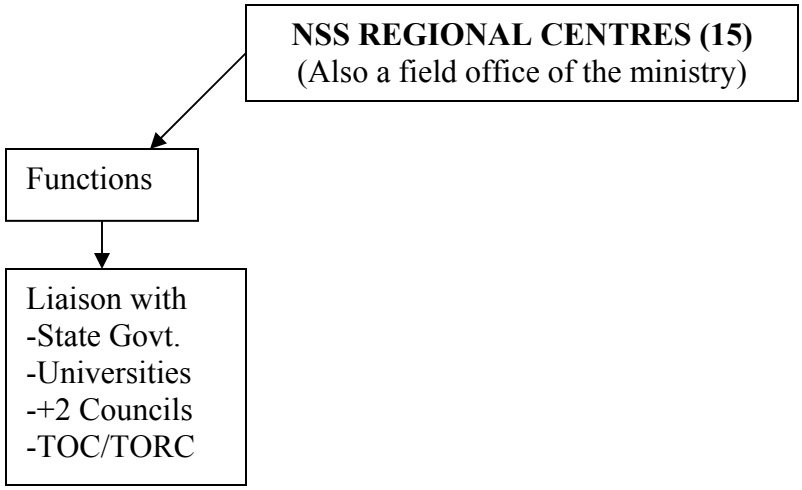
5.1. Administrative Structure of NSS

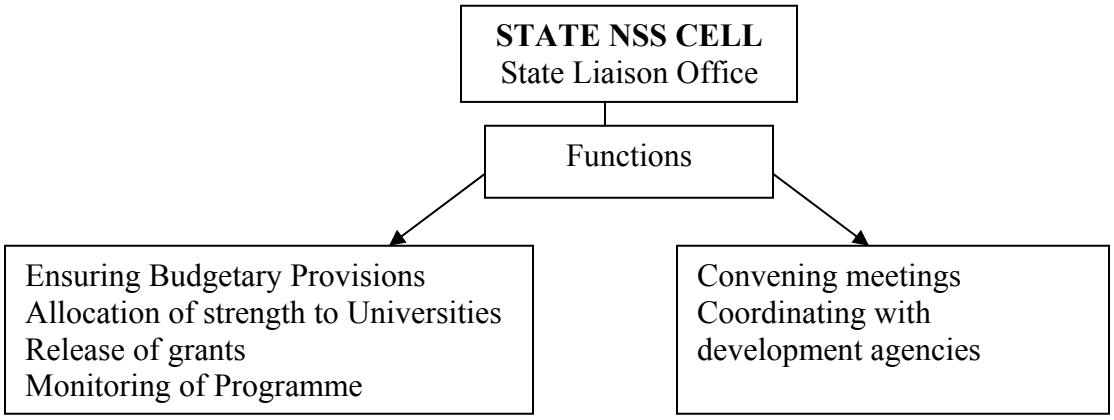
A National level youth Programme like NSS calls for financial and administrative structures at various levels for the effective planning and implementation of its different activities. The organizational structure of NSS extends from the Central Government to State, University, College and +2 levels. The impact of the NSS programme will depend on the practical support and cooperation at all levels.

The Organogram of NSS is given below:-

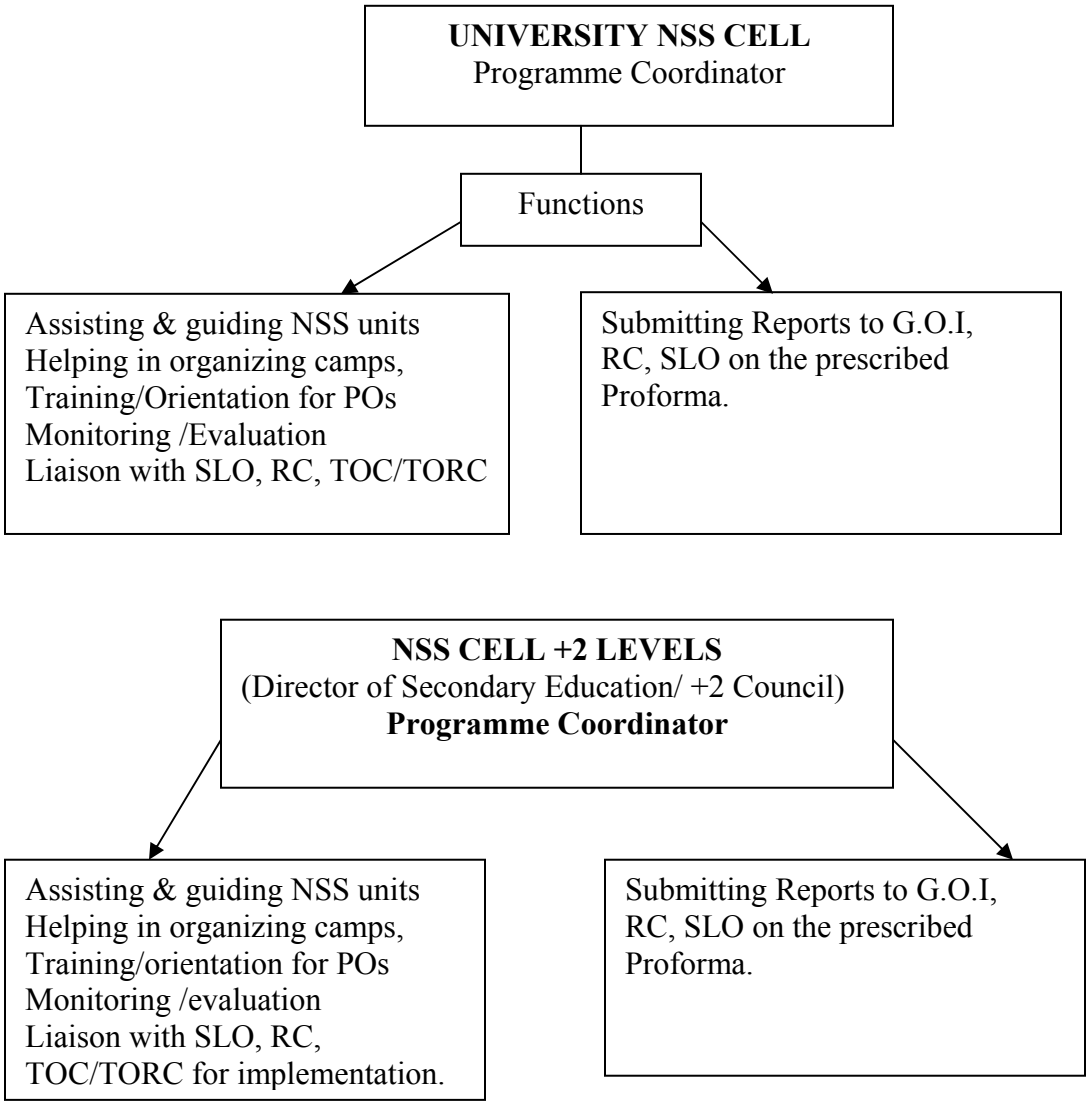
NATIONAL LEVEL







The administrative expenditure of Regional Centers and State NSS Cell is borne by the Ministry of Youth Affairs and Sports, Government of India.



The above administrative structure is supported by State Advisory Committee/State Coordination Committee, University Advisory Committee, College level advisory committee and +2 school level advisory committee.[1]

Against the background of the above existing administrative structure, various questions were asked to all the respondents regarding their awareness of the existing NSS administrative structure and their level of participation in the same.

[1] NSS Manual, Ministry of Youth Affairs and Sports, GOI, 2006, pg no. 37-58

5.1. NSS Volunteers: Out of 723 NSS Volunteers covered under the study, 261 (36.1%) were not aware of the organizational hierarchy of NSS unit at the college level. While those who responded positively were further asked to describe the organizational structure of NSS at college, University, State, and National levels, they were not in a position to describe the NSS structure at various levels. This is a clear indication of the fact that the NSS Volunteers are not sufficiently oriented in this regard.

It is mandatory for NSS unit/s to have a College/+2 school advisory committee for the effective planning and implementation of various activities. In this regard, a question was asked to all the student respondents regarding the existence of advisory committee at the college level. Out of 723 NSS Volunteers covered under the study, 489(67.6%) were aware of the existence of the NSS College advisory Committee as given in Table 5.1.

Table 5.1.: Awareness of NSS Advisory committee in college/+2 school

Responses	Number of respondents	Percent
No	197	27.2
Yes	489	67.6
Don't know	37	5.1
Total	**723**	**100.0**

With respect to the NSS volunteers being members of the college/+2 school advisory committee, 411(56.8%) were aware of the same and they actively participated in the planning and implementation of the programme. A small section of NSS volunteers (12%) responded that they faced some specific administrative problems like, "Not getting proper information about NSS programmes" and "Not getting traveling allowance on time" during the course of their NSS activities.

5. 2. Programme Officers: NSS Programme Officer is expected to understand the values and philosophy of NSS along with its financial and administrative mechanism, but that is not always the case. A question was asked to all the Programme Officers regarding their knowledge pertaining to the existing administrative mechanism of NSS at various levels. Around 20 percent of the Programme officers were not aware of the administrative

mechanism at the college level. More and more programme officers were having less and less knowledge when it comes to the administrative mechanism at University, State and National levels as given in Table 5.2. This is primarily on account of the number of Programme officers who are not trained. With respect to the existence of NSS advisory committee at college level, about 10% of the Programme Officers responded in the negative.

Table 5.2.: Percent distribution of P.O.s by their knowledge of Administrative Mechanism at different levels

Sr. No.	Responses	Yes	No	Total
1	College Level	80.3	19.7	100 (71)
2	University Level	70.4	29.6	100 (71)
3	State level	57.7	42.3	100 (71)
4	National level	43.7	56.3	100 (71)

5.3. Principal: Being the chairman of the NSS advisory committee at college level, the leadership provided by the Principal is crucial in planning and implementation of various NSS activities. As per NSS Manual, the college advisory committee should meet at least four times in a year, once every quarter. The purpose of these periodic meetings is to plan, implement and assess the NSS activities and promote a sense of participation among the members of staff, students and the public for community work. Against this background a question was asked to all the principals regarding the number of advisory meetings conducted every year. Around 47 percent of the Principals responded that they conducted less than four meeting in a year as given in Table 5.3. When it comes to attending advisory meetings, only 18(26.5%) of the principals said that they attended all the meetings as given in Table 5.4.

Table 5.3: Percent distribution of principals by the number of advisory meetings they conduct

Sr. No.	Number of meetings	Number of respondents	Percent
1	1	10	14.7
2	2	12	17.6
3	3	10	14.7
4	4	13	19.1
5	5	6	8.8
6	6+	6	8.8
7	No Response	11	16.2
8	**Total**	**68**	**100.0**

Table 5.4: Percent distribution of principals attending advisory meetings

Sr. No.	Number of meetings	Number of respondents	Percent
1	1	8	11.8
2	2	6	8.8
3	3	8	11.8
4	4	6	8.8
5	5	2	2.9
6	6	2	2.9
7	All meetings	18	26.5
8	No Response	18	26.5
9	**Total**	**68**	**100.0**

5.4. Community Members: As per the NSS Manual, one representative from the adopted village/slum/welfare agency should be a member of college/+2 school, NSS advisory committee. This is done with a view to assess and understand the needs of the community and ensure effective participation from the community members. Out of the 309 respondents covered from the community, 23(7.4%) reported that they were members of the College Advisory Committee, but only 2 of them reported that they attended all meetings of the college advisory committee. A total of 131(42.4%) community members reported that they were involved in the planning of NSS activities in their area. Around 39 percent of the respondents said that they actively participated in the NSS activities.

5.5. Regional Centre Heads: The Ministry of Youth Affairs and Sports has setup 15 NSS Regional Centers in India to maintain liaison with State Governments, Universities, +2 Councils, and TOCs/ TORCs for the effective implementation of NSS programmes. NSS Regional Centre is also a subordinate field office of the ministry of Youth affairs and Sports. There is no significant difference in the administrative structure of NSS at state level. In all the selected states, NSS was coming directly under the State Minister for Higher education, except in **Bihar** where it comes under the Ministry for Arts, Culture and Sports. The absence of SLO, District Coordinators and TOC/TORC makes the NSS administrative structure of Bihar weak and different from all the other states covered under the study. **Chandigarh** being a union Territory, NSS scheme is 100% sponsored by the central Government. In **Madhya Pradesh** TOC is non functional and the SLO is not having proper office and required staff. All these administrative lacunas are coming in the way of effective implementation of NSS activities in the state. **Maharashtra** is one of the well performing states with regard to NSS activities and it is the only state having Area Coordinators for the smooth and effective implementation of NSS programmes.

The administrative structure of NSS at the state level consists of the state NSS Cell and the State advisory committee. The state advisory committee consists of -

- Minister of Higher Education	Chairperson
Principal Secretary to Govt. H.E.Dept.	Vice-Chairman
-Chief Secretary	Member
-Vice-Chancellors of all Universities in the State	Members
-Secretary to Government Finance Department	Member
-Secretary to Government Planning Department	Member
-Secretary to Government Medical & Health Department	Member
-Secretary to Government PR&RD. Department secretary	Member
- Chairman, State council of Higher Education,	Member

- Commissioner Collegiate Education	Member
- Commissioner of Disaster Management (Rev.Dept)	Member
- Commissioner of Information and public relations	Member
-Head of NSS Regional Centre of Government of India	Member
-Director of Youth Services	Member
in the state Govt. finds appropriate	Member
-The Programme Advisor, NSS, Govt. of India	Special Invitee
-The programme coordinators T.O.C /TORC	Special Invitee
-Programme Coordinators (N.S.S.) of all the Universities in the State	Special Invitee
- The state Liaison officer, NSS	Member Secretary

The State Advisory committee meets twice a year. The first meeting which is normally held during the month of April/May, reviews the NSS activities of the previous year and planning of NSS activities for the current year is considered. The second meeting is held in the month of December to deliberate on the current status of NSS activities and recommends necessary measures for improving the ongoing programmes.

Administrative structure at University level consists of the NSS University cell and the advisory committee.

Composition of University Advisory Committee is given below:-

-Vice Chancellor	Chairman
-Commissioner of Administrative division or his/her representative	Member
-Registrar	Member
-Secretary/Director of Education/Youth Services	Member
-Head of Regional Centre	Member
-TORC/TOC Coordinator	Member
- 3 faculty members	Members
-4 principals of colleges	Members
- One or two NSS student representatives	Member
-One or two Programme Officers	Member
-5 representatives from GOVT./ NGOs	Member
-Finance Officer	Member
-programme Coordinator	Member Secretary.

In the case of S.V University, there was a full time Programme coordinator assisted by Programme Officers at college level; where as Dr. N.T.R University of Health Sciences has a Part time Coordinator supported by Programme Officers at the college level.

5.6. State Liaison Officer: State Liaison Officer (SLO) is the head of the NSS cell which is normally set up at the state secretariat. All the five SLOs covered under the study agreed that they are satisfied with the existing organizational structure of NSS.

5.7. Non Governmental Organizations (NGO): Considering the fact that there are NGOs working along with the NSS volunteers, a few questions pertaining to NSS administrative structure have been administered to them. Out of the 30 NGOs covered under the study, 22(73.3%) of them were not aware of the NSS administrative structure of NSS. When those who reported to be aware of the administrative mechanism were further probed, it was found that their knowledge about the NSS administrative structure was not complete. From the discussions, it was found that the NGOs in general were not satisfied with the functioning of the administrative mechanism of NSS. Some of the NGOs felt that they could have done the NSS activities more efficiently than the existing NSS administrative structure.

5.8. Ex- NSS Officials: A total of 10 NSS ex- officials consisting of those who have held the posts of Programme Officers, Programme Coordinators and SLOs were interviewed to know their opinion of the current administrative structure of NSS. Four of them expressed that there is a lack of communication among the various stakeholders of NSS which comes in the way of the effective implementation of various NSS activities. They suggested that there should be better supervision of the activities and the NSS volunteers should be given incentives similar to those given to NCC students so that their motivational levels are kept high.

5.9. TOCs / TORCs: Orientation and Training of NSS personnel are done by TOCs and TORCs which are guided and supported by the Regional Centers. Out of the two TORCs and four TOCs covered under the study, TORC - Maharashtra and TOC -Uttar Pradesh do have permanent status. Two TOCs and two TORCs reported that there is no provision for the redressal of grievances in the administrative structure. This may adversely affect the efficiency of these units.

5.10. NSS at +2 levels.

During the VII th Five year plan many State Governments approached the Ministry of Youth Affairs and Sports for extension of NSS at +2 level. Initially NSS was introduced at +2 level in Kerala, Tamilnadu, Karnataka, West Bengal and Goa on an experimental basis. In course of time many other states have also introduced NSS at +2 levels.

The administrative structure of NSS at +2 levels consists of the NSS Cell at +2 level and Advisory committee. The composition of +2 advisory committee at state level is given below:-

-Director of Education (In charge of +2 levels) level	Chairperson
- Head of NSS regional centre	Member
-State Liaison Officer, NSS	Member
-Coordinator (trg.), TORC/TOC	Member
-2 principals from the schools covered under NSS	Members
-2 programme officers whose record in NSS has been excellent	Members
-3 officers of District, State/Deptt. Administration that are	
- Helpful to NSS for taking up projects in the field of community Service	Members
-3 District Education officers of schools	Members
-3 outstanding persons of voluntary organizations who are working in the field of community and social service	Members
Programme Coordinator at +2 level	Member secretaries

The following is the composition of +2 advisory committee at college level:-

- Principal	Chairperson
-2 Staff members having social work background	Members
-One representative of the development department	Member
-One representative from the adopted village/slum/ Welfare agency	Member
- 2 NSS STUDENT volunteers	Members
-Programme Officer, NSS	Member Secretary

Some Anecdotes on Administrative Mechanism

- The existing administrative structure is not bad but the concerned persons sitting on position should work properly.

(**Mrs. Renu Devi- Honorable Minister for Art, Culture and Sports, Bihar)**

- Organizational structure of NSS should be uniform in all the States. In most states NSS is under the Ministry of Higher Education. However, in some states like Bihar it is under the Ministry of Arts Culture and Sports. Now the question is that under which Ministry NSS should be located for its effective implementation? The location of NSS should be uniform in all states.

(**Mr. Parmeshwaran Iyyer- Principal Secretary Higher Education, UP)**

- At present NSS is being handled by the Department of Youth, Culture and sports for whom Culture and sports is more important than youth. Hence NSS remains a peripheral subject.
- There is a dialogue going on to co-opt NSS in the Department of Higher and Technical Education, but then our department. is overloaded at the moment.
- The scheme needs to be mainstreamed in the State. State Liaison office should be established.

(Mr. Anjani Singh -Principal Secretary Education, Bihar-)

- NSS is stuck in between the Central and State govt. Either of the two should be made fully responsible for NSS, as now no one is taking its complete onus. It has become a peripheral scheme of both the Central and State govt.

(Mr. Vivek Kumar Singh- Principal Secretary Youth, Sports & Culture, Bihar-)

5.2. Financial Mechanism of NSS

The expenditure relating to various NSS activities is shared in the ratio of 7:5 between the Central and the State Governments, except Jammu and Kashmir and Union Territories without legislature. An amount of Rs.160/- per volunteer per annum is earmarked for expenditure on Regular activities. Out of Rs.160/- an amount of Rs.30/- or Rs.20/- per volunteer is to be spent on establishment /administrative expenditure at

University +2 level. Similarly, an amount of Rs.30/- per volunteer is incurred on establishment at college/school levels.[2]

5.2.1. Flow of funds: The funds for implementation of NSS activities are released by the Central Government to the State Governments who, in turn, release the same to the Universities after adding their own share. The Universities then release the same to the colleges for implementation of the programmes.

Against this background, a series of questions pertaining to the financial mechanism of NSS were asked to NSS volunteers, Programme Officers, Principals, Regional Centre heads, State Liaison Officers, NGOs working with NSS volunteers, Programme Coordinators, Finance Officers, Vice Chancellors, Heads of TOC/TORCs and Ex-officials of NSS.

5.2.2. Students: Out of 723 NSS volunteers covered under the study, 515(71.2%) of them were not aware of the budgetary allocation of their NSS units. Those who reported to be aware of the budgetary allocation were not in a position to give the correct budgetary allocation. This is on account of the fact that the students were not given information pertaining to the budgetary allocation of their unit. With respect to the channel through which they receive funds, 350(48.4%) reported that they received the funds from the University. The concept of self financing unit was not known to 533(73.7%) of the NSS volunteers.

5.2.3. Programme Officer: Out of 71 Programme Officers covered under the study, 65(91.5%) were of the opinion that the existing budgetary provisions were not sufficient to run all the activities. Around 41 percent of the programme officers reported that they do not get the funds on time. Around 76 percent of the Programme Officers were not in favour of self financing units. They were of the opinion that the Government should finance the scheme because a vast majority of the NSS volunteers come from poor socio-economic background and the colleges in rural areas find it very difficult to run the NSS activities without Government support. At the same time, a few Programme Officers

[2] NSS Manual, Ministry of Youth Affairs and Sports, GOI, 2006, pg no. 113

were in favour of self financing NSS units; out of 12 P.O.s from Bihar, 6 were willing to have self financing NSS units, 5 from M.P, 3 from Chandigarh and one each from A.P., U.P and Maharashtra as given in Table 5.5.

Table 5.5: Programme Officers willing to have self financing NSS units by the total number of colleges.

No. of P.Os in favour of self financing NSS units.	STATE						Total
	AP	Bihar	Chandigarh	Maharashtra	M.P	U.P	
	1	6	3	1	5	1	17
Total	12	12	14	9	12	12	71

5.2.4. Principal: Out of 68 principals covered under the study, 26(38.2%) were of the opinion that the funds available for NSS activities is very less. Around 12 percent of the principals expressed that they were not getting funds on time. Around 32 percent of the principals were in favour of self financing NSS units; seven out of thirteen Principals covered under the study from Chandigarh, four each from Madhya Pradesh and Maharashtra, three from Andhra Pradesh and two each from Bihar and Uttar Pradesh as given in Table 5.6.

Table 5.6: Principals willing to have self financing NSS units by the total number of colleges.

No. of Principals in favour of self financing NSS units.	STATE						Total
	AP	Bihar	Chandigarh	Maharashtra	M.P	U.P	
	3	2	3	1	5	1	22
Total	12	12	14	9	12	12	68

5.2.5. Regional Centre Heads: Out of the six Regional Centre Heads covered under the study, four stated that there was a shortage of funds and the funds were not released on time. Two of the Regional Centre Heads declined to comment on the issue relating to funds. Three of the Regional Centre Heads- Andhra Pradesh, Chandigarh and Madhya Pradesh, were in favour of Self financing NSS units.

5.2.6. State Liaison Officer: Out of the five State Liaison Officers covered under the study, three stated that there was shortage of funds and the funds were not released on time. All SLOs were in favour of self financing NSS units, except one.

5.2.7. Programme Coordinator, District Coordinator and Area Coordinators: Out of 30 Programme Coordinators, District Coordinators and Area Coordinators covered under the study, 18(60%) reported that the existing funds were insufficient to run all the activities. At the same time, 25(83.3%) of them reported that they were not in favour of self financing units. Some of the reasons cited were," we will loose monitoring", "students are poor and they cannot afford".

5.2.8. Financial Officer: Financial Officers at university levels are directly involved in handling funds relating to NSS activities. Three out of ten finance officers covered under the study were of the opinion that the sanctioned funds were insufficient to meet all the expenditure incurred in connection with NSS activities. Six of them were aware of the concept of self financing NSS units and two of them were in favour of self financing units. Four of them reported that they have taken some measures for enhancing the budget of NSS.

5.2.9. Vice Chancellors: Four Vice Chancellors covered under the study were of the opinion that it was very difficult to run the existing NSS activities with the allotted funds.

5.2.10. TOC/TORC: Insufficient funds and delay in disbursement of the same was found to be one of the major problems associated with the functioning of NSS. The same was expressed by the TOCs/TORCs covered under the study. Out of six TOC/TORCs covered under the study five of them were not in favour of self financing NSS units as the scheme is from the Central Government**.**

5.2.11. NSS Grants across the Sample States

NSS grants distributed to various states/universities and colleges under study are given below:-

i) Andhra Pradesh

As seen in table 5.7, the funds distributed to all the Universities in Andhra Pradesh have been steadily increasing over the years. S.V University has registered an increase of 45.4 per cent in their funds during a short span of three years. During the same period N.T.R University of Health Sciences has an increase of 50.1 per cent in their funds. The over all allocation of funds from 2004-5 to 2007-08 has seen an impressive increase of 74 per cent.

Table 5.7: Funds Distributed To All Universities In Andhra Pradesh During 2004-2008.

Name of the University	Amounts Distributed 2004-05	Amounts Distributed 2005-06	Amounts Distributed 2006-07	Amounts Distributed 2007-08	Amounts Utilized during 2008-09	Balance with NSS cell of University
Osmania University	4710314	5393060	12593251	17000000	12374445	7358855
Andhra University	4095926	9069425	5986058	18000000(77.2%)	14569974	3430026
Kakatiya University	3338179	3533379	4654399	15000000	7696528	10897857
Nagarjuna University	2252760	2588144	3831076	14000000	15422606	4500000
S.V. University	4095926	4335435	8843685	7500000(45.4%)	5799785	1700215

S.K. University	1843167	2086717	4953207	8400000	5676966	2723034
J.N.T. University	696307	746075	838048	1000000	804458	195542
N.T.R. UHS	491511	520252	538744	1000000(50.1%)	630351	369649
A.G.R.A.U	409593	447121	951658	1950000	900267	1049733
S.V.V. University	-	-	100000	849762	813855	35907
S.P.M.V.V	81918	86708	178976	-	154882	133560
H.C. University	122878	4335	47890	200000	55711	150072
Dravidian University	30720	32519	47890	200000	55711	150072
N.I.T	20479	21678	23944	30000	12800	44992
P.S. Telugu	10240	10840	23944	40000	-	58387
TOTAL	**22199918**	**28914708**	**43612770**	**85469762**	**64912628**	**32800024**

ii) Bihar

Table 5.8: Funds Distributed To All Universities In Bihar During 2005-2008.

S. No.	Name of the University	Year	Fund released by the State Govt. to the Univ. During the year			Unspent fund/grant as on 31st March		
			Regular	Special	Total	Regular	Special	Total
01	02	03	04	05	06	07	08	09
1	B.R.A. Bihar Univ., Mu	2005-06	825700	774300	1600000	825700	774300	1600000
		2006-07	880000	825000	1705000	501583	300000	801583
		2007-08	880880	725000	1605880	910921	630000	1540921
2	L. N. Mithila Univ.	2005-06	516100	483900	1000000	512999	402000	914999
		2006-07	688000	645000	1333000	641436	645000	1286436
		2007-08	648003	607503	1255506	662870	645000	1307870
3	J. P. Univ.	2005-06	722600	677400	1400000	8594	510000	518594
		2006-07	640000	600000	1240000	375357	343000	718357
		2007-08	602794	565119	1167913	235542	560541	796083
4	T. M. B. Univ.	2005-06	413000	387000	800000	375758	387000	762758
		2006-07	800000	750000	1550000	--	--	--
		2007-08	709891	750000	1459891	561165	540000	1101165
5	B. N. Mandal Univ.	2005-06	1032200	967800	2000000	260755	705000	965755
		2006-07	640000	600000	1240000	535457	645000	1180457
		2007-08	602794	565119	1167913	472875	525000	997875
6	Patna Univ.	2005-06	583333	416667	1000000	159950	255000	414950
		2006-07	192000	180000	372000	173032	285000	458032
		2007-	180838	169536	350374	128031	210000	338031

		08						
7	Magadh Univ.	2005-06	516100	483900	1000000	220607	105000	325607
		2006-07	960000	900000	1860000	527510	290000	817510
		2007-08			1751870	--	--	--
8	V. K. S. Univ.	2005-06	413000	387000	800000	415448	347000	762448
		2006-07	480000	450000	930000	415509	423000	838509
		2007-08	452096	423840	875936	515148	495000	1010148

iii) Chandigarh

Chandigarh being a Union Territory receives 100% grant from the Central Government. The total grant received for the academic year 2008-09 is given below:-

1) Total Grant released to the +2 coordinators 7,55,000/-

2) Total Grant released to the colleges 16,35,000/-

Total **23,90,000/-**

Table 5.9: Funds Distributed To Various Colleges / +2 Schools In Chandigarh During 2008-2009.

For Financial Year 2008-09

Sr. No	Name of Institution	Grant
1.	District Education Officer Chandigarh Administration +2 coordinator	7,55,000/-
2.	Govt. Home science College, Sector—10, Chandigarh	48,000/-
3.	Govt. College of Arts-10, Chd	20,000/-
4.	DAV College-10, Chd	40,000/-
5.	Govt. College, Sector- 11, Chd	75,000/-
6.	Govt.College for girls Setor-11, Chandigarh	68,000/-
7.	Punjab Engineering College, Sector-12, Chandigarh	75,000/-
8.	PGI, Sector-12, Chandigarh.	40,000/-
9.	Govt. College of Education, Sector-20, Chd.	60,000/-
10.	Sri. Guru Gobind Singh College (Co-Edu) Sector-26, Chandigarh	40,000/-
11.	Guru Gobind Singh College for Women, Sector-26, Chandigarh	40,000/-
12.	GGDSD, College-32, Chandigarh	48,000/-
13.	MCA DAV College -36, Chandigarh	58,000/-
14.	Dev Samaj College of Education-36, Chd.	40,000/-
15.	Govt. College for Girls, Sector-42, Chd.	40,000/-
16.	Dev Samaj College for Girls, Sector-45, Chd	40,000/-

17.	**Govt.College, sector-46, Chandigarh**	**78,000/-**
18.	**Chandigarh College of Engg. & Technology, sector-26, Chd**	**20,000/-**
19.	**State Institute of Education , Sector-32, Chd.**	**20,000/-**
20.	**Brahm Rishi Yoga Training College, Sector-19/B, Chandigarh.**	**20,000/-**

iv) Maharashtra

Central and State Governments share for the Financial year 2005-06

	Central share	State share	Total
	1,49,27,430	1,06,62,485	2,55,89,725
	1,39,94,750	99,96,250	2,39,91,000
Total Distribution	**2,89,22,090**	**2,06,58,635**	**4,95,80,725**

Unspent balance grant lying with the State Govt. as on 31.3.06 Rs.1,32,12,076/-

Total Central share for the Financial year 2006-07 **Rs.5,95,59,659/-**

Unspent balance grant lying with the State Govt. as on 31.3.07 Rs.86, 81,370/-

Total Central share for the Financial year 2007-08 **Rs.4,61,48,666/-**

Unspent balance grant lying with the State Govt. as on 31.3.08 Rs.34, 89,367/-

v) Uttar Pradesh

Total NSS budget in the State for the financial year 2007-08: **Rs.5, 20, 00,000/-**

Some Anecdotes on Financial Mechanism.

- Financial allocation for NSS is less. But that is a small constraint and not a major constraint for the success of NSS. The financial allocation of NCC is also very less but still its running more successfully because they are well organised and managed with discipline by Military personnel.
  (Mr. Jaya Mohan Pillai- Chief Secretary, Bihar)

- Existing financial allocations is not enough to carry out activities/programs. It should be revised with immediate effect. For regular activities it should be three times more of existing amount, where as for special camp it should be a minimum of Rs.100 per person per day.
  (**Mrs. Renu Devi- Honorable Minister for Art, Culture and Sports, Bihar)**

- The accounting of NSS is not proper.
- The sanction for NSS is in the proportion of **7**(Central govt.): **5**(State govt.). The state govt. disburses the funds to the universities according to the Annual Budgetary plan. The universities are creating problems in terms of submitting the Utilisation certificates.
- No amount of increase in the NSS funds would help, as the system is very corrupted. The more the funds, the more they would be misappropriated. Hence there is a need to cleanse the system right from top to bottom.
  (Mr. Vivek Kumar Singh- Secretary Youth, Sports & Culture, Bihar)

- The funds available for the scheme is too less for any tangible work. Due to the limited funds the universities can't take up any concrete work and they take up small activities like cleanliness drive, tree plantation etc. Which are not very effective and sustained.
- In Bihar state NSS was not receiving funds for a period of 5-6 years. Due to the efforts of Mr. Singh during his tenure as a Secretary Youth & Sports the funds started flowing in the state around 2-3 years back.
  (Mr. Anjani Singh- Principal Secretary Education, Bihar)

- The funds for NSS need to be increased.
- I am not in favour of Self financing units. If NSS takes sponsorships from agencies then it would have to use their logo and promote them which we don't want.
  (**Dr. Rakesh Dhar Tripathi- Honourable Higher Education Minister, UP)**

- It has been envisaged to introduce 22 Self financing units in UP on a pilot basis. But personally I am not convinced by the concept of Self Financing Unit. We have not reached a stage where we can generate our own funds. This would further deteriorate the program.

- The budget for NSS is not enough. The budget needs to be enhanced at two levels: 1st for the programs and 2nd for administrative set up. In administrative set up you can not work without basic infrastructure. That is generic issue.
  (Mr. Parmeshwaran Iyer- Principal Secretary Higher Education, UP)

- NSS is a movement and the spirit is getting dampened because of the administrative and budgetary issues. NSS should continue and should be strengthened in all possible ways.
  (Mr. Praveen Darade(IAS), DC, Nagpur)

- Adequate finance should be provided to sustain the scheme and activities.
  (Mr. Suresh Ambedkar-Director - Vishwa Yuvak Kendra -New Delhi)

Major Findings

- Out of 723 NSS Volunteers covered under the study, 489(67.6%) were aware of the existence of the NSS College advisory Committee.
- A small section of NSS volunteers (12%) responded that they face some specific administrative problems like, "Not getting proper information about NSS programmes" and "Not getting traveling allowance on time" during the course of their NSS activities.
- Around 20 percent of the Programme Officers were not aware of the NSS administrative mechanism at the college level.
- With respect to the existence of NSS advisory committee at college level, about 10% of the Programme Officers responded in the negative.
- With respect to attending NSS college advisory meetings, only 18(26.5%) of the principals reported that they attend all the meetings.
- In all the selected states, NSS was coming directly under the State Minister for Higher education, except in **Bihar** where it comes under the Minister for Arts, Culture and Sports.
- The absence of SLO, District Coordinators and TOC/TORC makes the administrative structure of Bihar weak and different from all the other states covered under the study.

- In **Madhya Pradesh** TOC is non functional and the SLO is not having proper office and required staff.
- **Maharashtra** is one of the well performing states with regard to NSS activities and it is the only state having Area Coordinators for the smooth and effective implementation of NSS programmes.
- Out of the 30 NGOs covered under the study, 22(73.3%) of then were not aware of the administrative structure of NSS.
- Ex-NSS officials suggested that there should be better supervision of the activities and the NSS volunteered should be given incentives similar to those given to NCC students so that the motivational levels are kept high.
- Out of the two TORCs and four TOCs covered under the study, TORC-Maharashtra and TOC- Uttar Pradesh do not have permanent status.
- Two TOCs and two TORCs reported that there is no provision for the redressal of grievances in the administrative structure.
- Out of 723 NSS volunteers covered under the study, 515(71.2%) of them were not aware of the budgetary allocation of their NSS unit.
- The concept of self financing unit was not known to 533(73.7%) of the NSS volunteers.
- Out of 71 Programme Officers covered under the study, 65(91.5%) were of the opinion that the existing budgetary provisions are not sufficient to run all the activities.
- Around 76 percent of the Programme Officers were not in favour of self financing units.
- Around 32 percent of the principals were in favour of self financing NSS units; seven out of thirteen Principals covered under the study from Chandigarh, four each from Madhya Pradesh and Maharashtra, three from Andhra Pradesh and two each from Bihar and Uttar Pradesh.
- Out of the six Regional Centre Heads covered under the study, four of them stated that there is a shortage of funds and the funds are not released on time.
- Three of the Regional Centre Heads- Andhra Pradesh, Chandigarh and Madhya Pradesh, were in favour of Self financing NSS units.

- Out of the five State Liaison Officers covered under the study, three of them stated that there is a shortage of funds and the funds are not released on time. All SLOs were in favour of self financing NSS units, except one (Andhra Pradesh).
- Out of 30 NSS Coordinators, District Coordinators and Area Coordinators covered under the study, 18(60%) of them reported that existing funds are insufficient to run all the activities. At the same time, 25(83.3%) of them reported that they are not in favour of self financing units.
- Six out of ten financial officers covered under the study were aware of the concept of self financing NSS units and two of them were in favour of self financing units.
- Four Vice Chancellors covered under the study were of the opinion that it was very difficult to run the existing NSS activities with the allotted funds.
- Out of six TOC/TORCs covered under the study five of them were not in favour of self financing NSS units as the scheme is from the Central Government.

Chapter VI

Training and Motivational needs in NSS

The present chapter has been divided into two sections: The first section deals with Training in NSS and the second deals with Motivational needs in NSS. The section on training brings about facts and figures on training in NSS both from the trainers as well as the Trainees perspectives. Here the trainees include most of the NSS stake holders, namely Students, Programme Officers, Programme Coordinators, SLO's, RC's etc. The section on Motivation lists down the Motivational incentives provided by NSS across the sample states as well as the additional motivational requirements as demanded by the NSS stake holders.

6.1. TRAINING IN NSS

Training is the most important activity which plays an important role in the development of human resources. Growth, expansion and modernization can not take place without a properly envisaged training programme. Training makes people more competent and helps in developing a problem solving attitude.[1]

Training is extremely critical in NSS. It has been acknowledged that the well trained State Liaison Officer, Programme Coordinators and Programme Officers can discharge their duties effectively.[2] Trained key persons play an important role in the successful implementation of any programmes; hence proper training of the programme officers and other key persons implementing the NSS programme is the key to its success. Moreover, the programme officers as well as the other NSS key officials are academicians from diverse field who generally don't possess much knowledge about social service programmes. In this context training becomes extremely critical for them mainly for orientation towards NSS and other social issues. Similarly the training of NSS volunteers who freshly join NSS is also very crucial, mainly to orient them to NSS as well as to train them to undertake different projects which require technical knowledge for their implementation.

Realizing the importance of training in NSS, the Government of India after starting the National Service Scheme in the year 1969 established specialized training institutes with

[1] Report on Training units of NSS- Review and future strategies, Ms. Alka Kumar, Lecturer Cum Community Organiser, April 2008.
[2] NSS Manual, Ministry of Youth Affairs and Sports, GOI, 2006, pg.93

a view to provide training/orientation and to develop right thinking approach and understanding about the philosophy of NSS. The First Training Orientation Centre (Now TORC, Mumbai) was established in Tata Institute of Social Sciences in the year 1969. Shortly after this, TOC Delhi (Now TORC, Delhi) was established in Delhi School of Social Work in the year 1970. Presently there are **five** Training Orientation and Research Centers and **thirteen** Training Orientation Centers. The list of these can be seen in the table below (Table 5.1).

Table 6.1.1: List of TORC's/TOC's in India

Sr. No.	**TORC**	**States/UT**
1.	TORC, TISS, Mumbai	Maharashtra
2.	TORC, Delhi Univ, Delhi	Delhi
3.	TORC, Madras School of Social, Chennai	Tamil Nadu
4.	TORC, Narendrapur	West Bengal
5.	TORC, Chandigarh	Chandigarh
Sr. No.	**TOC**	**States/UT**
1.	TOC, Kalamassery	Kerala
2.	TOC, Coimbatore	Tamil Nadu
3.	TOC, Lucknow	Uttar Pradesh
4.	TOC, Hyderabad	Andhra Pradesh
5.	TOC, Jaipur	Rajasthan
6.	TOC, Patiala	Punjab
7.	TOC, Bhubaneshwar	Orissa
8.	TOC, Mysore	Karnataka
9.	TOC, Baroda	Gujarat
10.	TOC, Bhopal/ Ujjain	Madhya Pradesh
11.	TOC, Kharagpur	West Bengal
12.	TOC, Ahmednagar	Maharashtra
13.	TOC, Vishakhapatnam	Andhra Pradesh

6.1.1 Profile of the TOC/TORC's covered under the Study

The study covers 5 states (Andhra Pradesh, Bihar, Madhya Pradesh, Maharashtra, Uttar Pradesh) and one Union Territory (Chandigarh). Hence, the TORC's and TOC's of these states & Union Territory fall in to the purview of our study. Besides, TORC Delhi was also taken. The list of TOC's/ TORC's covered by this study and their jurisdiction is mentioned in the table below (Table 6.1.2):

Table 6.1.2: List of TOC's/ TORC's covered by the Study and their jurisdiction

Sr. No.	**TORC**	**State/UT**	**Jurisdiction**
1.	TORC-TISS, Mumbai	Maharashtra	13 universities,+ 2 and ITI's of Maharashtra & Goa
2.	TORC-Delhi Univ, Delhi	Delhi	UP, Haryana, Delhi, MP
3.	TORC-Chandigarh	Chandigarh	J&K, Haryana, Cahndigrah
Sr. No.	**TOC**	**State/UT**	**Jurisdiction**
1.	TOC-Lucknow	Uttar Pradesh	UP and Uttarakhand
2.	TOC- Bhopal	Madhya Pradesh	Not functional
3.	TOC-Ahmednagar	Maharashtra	11 universities of Pune, Marathwda, Amravati, Akola, Jalgaon, 10+2 (5 div)
4.	TOC-Vishakhapatnam	Andhra Pradesh	AP University

Among the above TOC/ TORC's, TOC Bhopal which was later shifted to Ujjain is closed since last many years due to audit and accounts related problems.

Staff Composition of TOC / TORC

The staff of TOC as mentioned in the NSS Manual is as follows:

1. Coordinator (TORC) in the pay scale of Reader of University- 1 Post
2. Lecturer in the pay scale of Lecturer in the college/university- 1 Post
3. Stenographer in the pay scale prescribed by the institution for the post- 1 Post[3]

The Staff composition of TORC as mentioned in the NSS manual is as follows:

1. Coordinator (TORC) in the pay scale of Reader of University- 1 Post
2. Lecturer in the pay scale of Lecturer in the college/university- 2 Post
3. Stenographer in the pay scale prescribed by the institution for the post- 1 Post[4]

The staff composition of the studied TOC's/TORC's is the same as that mentioned by the manual.

6.1.2. Role and Responsibilities of TOC's/TORC's

TOC's /TORC's are very important organ of NSS. They play an integral role in the implementation of NSS activities. Hence, their contribution to NSS activities or in other words their role and responsibilities was studied in great details by this study.

The main functions of TORC as listed in the NSS Manual are as follows:

- Organizing orientation, refresher and special courses for the NSS Programme Officers.
- Providing assistance to Universities and +2 councils in planning and conducting special camping programmes.
- Developing and providing consultancy services to universities and colleges/ schools in different areas of programme, planning, training, supervision, evaluation etc.
- Developing demonstration projects under NSS on inter-collegiate basis with the objective of developing further experience for the use of universities and colleges.
- Acting as clearing house of information on NSS.
- Providing on-the-spot guidance to the universities and colleges in camps etc. through personal visits.

[3] NSS Manual, Ministry of Youth Affairs and Sports, GOI, 2006, pg.94
[4] NSS Manual, Ministry of Youth Affairs and Sports, GOI, 2006, pg.106

- Research.[5]

TOC's are also expected to perform the same functions as that of TORC, except the last component i.e. Research.

The TOC's/ TORC's of the sample states perform the same functions as listed in the manual with slight variation across the states. Table 6.1.4 lists down the functions performed by the TOC's/ TORC's across the sample states.

Table 6.1.3: Role and responsibilities of the TOC's/TORC's of the Sample States

Sr. No.	Organization	Role and Responsibilities		
		Training	Research	Field Action
1.	TORC-Mumbai	1	1	1
2.	TORC- Delhi	1	1	1
3.	TORC -Chandigarh	1	--	1
4.	TOC-Lucknow	1	--	--
5.	TOC-Ahmednagar	1	--	1
6.	TOC-Vishakhapatnam	1	--	--

As seen in the table above all the TOC's and TORC's (except TOC Bhopal which is non-functional) are involved in training which includes organizing Orientation and Refresher courses for the NSS Programme Officers. This is the primary function of the TOC's/TORC's and the organizations studied under this study are successfully fulfilling this role. Field action, which is developing demonstration projects under NSS on an inter-collegiate basis with the objective of developing further experience for the use of universities and colleges, though is an important mandate of both the TOC's and TORC's, yet only TORC-Mumbai, TORC- Delhi, TORC Chandigarh and TOC Ahmednagar are undertaking it. Similarly research is also a very important mandate of TORC's, but its not being undertaken by TORC -Chandigarh. This may be because of the fact that TORC Chandigarh has been recently converted into a TORC from TOC.

[5] NSS Manual, Ministry of Youth Affairs and Sports, GOI, 2006, pg.93

6.1.2 (a) Training Programmes

The prime mandate of TOC/ TORC is to conduct Orientation & Refresher courses for NSS Programme Officers. The Orientation Courses are conducted for the newly joined NSS Programme Officers mainly to orient them about NSS and the relevant social issues which they must engage with along with their student volunteers. The OC is of 10 day duration. Each TOC/TORC must organize **5 orientation** courses with a minimum of 35 NSS Programme Officers in one academic year. As stated in the NSS Manual, GOI, every programme officer must undergo training within one year of his/her appointment as a Programme Officer.[6]Similarly the Refresher courses are organized for the already oriented NSS programme officers. The refresher courses are of 5 day duration and are organized on specific themes like disaster management, women empowerment, environment protection etc. In a year, a TOC/TORC must organize **3 refresher** courses with a minimum of 35 NSS Programme Officers. Hence in a year a TOC/TORC must organize a total of 8 training programmes (5 Orientation & 3 Refresher) and must train a minimum of 280 NSS Programme Officers. The training component of the TOC's/TORC's would be covered in the next section where we would analyze training in NSS both from the trainers as well as the trainees perspective. In this section we would focus on the other roles of the TOC's/TORC's apart from training.

6.1.2 (b) Research

As seen in table 6.1.3, only TORC-Mumbai and TORC-Delhi are involved in Research. Some of the common themes in which research has been undertaken by them involves; Adolescent's health, awareness on HIV/AIDS, Role of NSS in Community Development etc. The funding for these Research Projects mostly comes from the Ministry of Youth Affairs and Sports, Govt. of India.

6.1.2 (c) Field Action

As seen in table 6.1.4**,** TORC-Mumbai, TORC- Delhi, TORC Chandigarh and TOC Ahmednagar are undertaking Field Action Projects. Projects undertaken by them can be seen in the table below. TOC- Vishakhapatnam and TORC-Lucknow are not involved in any field action projects.

[6] NSS Manual, Ministry of Youth Affairs and Sports, GOI, 2006, pg.93

Table 6.1.4: Field Action Projects undertaken by the TOC's/TORC's of the Sample States

Sr. No.	Organisations	Field Action Projects Undertaken by the TOC's/TORC's					Total
		No Field Action Projects	Community/ Village adoptation for over all development	Demostraton Project on AIDS	Need based Evaluation	Theme based Projects	
1.	TOC-Vishakhapatnam	1	--	--	--	--	1
		100.0%	--	--	--	--	100.0%
2.	TORC-Chandigrah	--	--	--	1	--	1
		--	--	--	100.0%	--	100.0%
3.	TORC-Delhi	--	--	1	--	--	1
		--	--	100.0%	--	--	100.0%
4.	TORC- Mumbai	--	--	--	--	1	1
		--	--	--	--	100.0%	100.0%
5.	TOC-Ahmednagar	--	1	--	--	--	1
		--	100.0%	--	--	--	100.0%
6.	TOC-Lucknow	1	--	--	--	--	1
		100.0%	--	--	--	--	100.0%
Total		**2**	**1**	**1**	**1**	**1**	**6**
% age across Organisations		**33.3%**	**16.7%**	**16.7%**	**16.7%**	**16.7%**	**100.0%**

Besides, the basic mandate of Training, Research and Field Action, the TOC's/TORC's are also involved play various other roles. A glimpse of these roles can be had from the section below:

6.1.2 (d) Other Roles:

i) Role of TOC/TORC's in Innovative NSS Programmes of the region

Most of the sample states were involved in innovative programs like HIV/AIDS awareness, environment protection, soil conservation, Communal Harmony, Disaster Management and Women Empowerment etc. The TORC's/TOC's had major role to play in these programmes, most of which are mentioned in the table 6.1.5 below. Maximum numbers (3) of TOC's/TORC's were involved in making field visits and interacting with NSS volunteers for the Innovative NSS Programmes. In terms of support provided to the

Universities for innovative programmes most of the TOC's/TORC's provided academic and training support (4). They also contributed through their publications and by being a part of the Advisory Committee member (3).

Table 6.1.5: Role of TOC/ TORC in Innovative NSS Programmes

Sr. No.	Role in Innovative Programmes	Name of the organization	Number of organizations
1.	Initiator/Project formulator	TORC- Mumbai	1
2.	Make field visit & interact with NSS volunteers	TOC-AP, TORC-Chandigarh, TORC-Delhi	3
3.	Resource Person	TORC- Mumbai	1
Sr. No.	**Support offered to the Universities for Innovative Programmes**	**Name of the organization**	**Number of organizations**
1.	Organized Special camps & Leadership camps	TORC- Chandigarh	1
2.	Academic and Training support	TORC- Mumbai, TOC- Ahmednagar, TORC –Delhi, TORC-AP	4
3.	Publication, Advisory Committee Member	TORC -Delhi, TORC- Mumbai, TORC-AP	3

ii) Visit to the camps

The staff of the TOC's/ TORC's are also expected to visit the Special camps which is a 10 day camp organized by the NSS units of various colleges for doing developmental work in the adopted communities. By visiting these camps the TOC/TORC staff mainly guides and motivates the Programme Officers as well as the Students to undertake the various developmental projects. Table 6.1.6 below shows that 40% of the TOCs'/TORC's (TORC- Chandigarh, TORC-Mumbai) make around 20 visits to the special camps annually. TORC- Delhi on an average make 60 visits to special camps annually, while

TOC-Ahmednagar and TOC- Vishakhapatnam makes as less as 10 and 3 annual visits respectively. TOC- Lucknow doesn't make any visit to the special camps. This shows that the TORC's are more involved in this activity than the TOC's.

Table 6.1.6: Yearly visit to the Special Camps by the TOC/TORC

Sr. No.	Organisation	Average no. of visits made to the Special Camps in a year				Total
		3	10	20	60	
1.	TOC-Vishakhapatnam	1	--	--	--	1
2.	TORC-Chandigrah	--	--	1	--	1
3.	TORC -Delhi	--	--	--	1	1
4.	TORC -Mumbai	--	--	1	--	1
5.	TOC -Ahmednagar	--	1	--	--	1
Total		1	1	2	1	5
% within Organisations		**20.0%**	**20.0%**	**40.0%**	**20.0%**	**100.0%**

iii) Role in planning of NSS activities

The Coordinator as well as the staff of the TORC's/TOC's plays a major role in planning of NSS activities. As seen in table 6.1.7, 50% of the TOC's/TORC's (Delhi, Chandigarh, and Ahmednagar) helped the NSS Programme Officers plan the NSS activities by giving on the spot advice to them. 33.3% (Vishakhapatnam, Lucknow) contributed to planning of the NSS activities by organizing Training Programmes for NSS Programme Officers in which they are oriented about various aspects of planning and organizing the NSS activities. 16.7% (TORC-TISS) of the TORC's/TOC's contributed towards planning of NSS activities by being a member of the Advisory Committee at the University Level.

Table 6.1.7: Role played by TOC's/TORC's in planning of NSS activities in their zone

Sr. No.	Organizations	Role in Planning of NSS activities			Total
		Advise to the Programme Officer	Member of Advisory Board at University level	Organizing Training programme	
1.	TOC-Vishakhapatnam	--	--	1	1
		--	--	100.0%	100.0%
2.	TORC-Chandigarh	1	--	--	1
		100.0%	--	--	100.0%
3.	TORC-Delhi	1	--	--	1
		100.0%	--	--	100.0%
4.	TORC -Mumbai	--	1	--	1
		--	100.0%	--	100.0%
5.	TOC-Ahmednagar	1	--	--	1
		100.0%	--	--	100.0%
6.	TOC- Lucknow	--	--	1	1
		--	--	100.0%	100.0%
Total		**3**	**1**	**2**	**6**
% within Organisations		**50.0%**	**16.7%**	**33.3%**	**100.0%**

iv) Contribution in State & National level programs

The TOC's/TORC's are also expected to be involved in other NSS initiatives like SRD, NRD, Leadership camps as well as NSS Consultation at State & National Levels which are organized at the State level & National levels. Their involvement in these can be seen in table 6.1.8. The participation of TOC- Ahmednagar and TORC-TISS is maximum in SRD & Leadership Camps. NRD camps are organized in Delhi, hence only TORC-Delhi is involved in the same. In many instances, the State & National level officials do not involve the TOC's & TORC's in this process, hence they do not get any scope to participate in these programmes.

Table 6.1.8: Involvement of TOC's/TORC's in SRD, NRD, Leadership camps and Consultation

Sr. No.	Organisations	Involvement in			
		SRD Camps (Y/No)	NRD Camps (Y/No)	Leadership Camps (Y/No)	NSS consultation at State & National levels (Y/No)
1.	TOC-Vishakhapatnam	No	No	No	No
2.	TORC-Chandigarh	No	No	Y	No
3.	TORC-Delhi	No	Y	Y	No
4.	TORC -Mumbai	Y	No	Y	Y
5.	TOC-Ahmednagar	Y	No	Y	No
6.	TOC- Lucknow	No	No	No	No

v) Evaluation:

Table 6.1.9: Evaluation of work done by the PO's after training

Sr. No.	Organisations	Evaluation of work done by the PO's after training		Total
		No	Yes	
1.	TOC-Vishakhapatnam	--	1	1
		--	100.0%	100.0%
2.	TORC-Chandigrah	--	1	1
		--	100.0%	100.0%
3.	TORC -Maharashtra	--	1	1
		--	100.0%	100.0%
4.	TOC -Maharashtra	--	1	1
		--	100.0%	100.0%
5.	TOC-U.P.	1	--	1
		100.0%	--	100.0%
Total		**1**	**4**	**5**
% across Organisations		**16.7%**	**83.3%**	**100.0%**

The NSS activities are mostly evaluated by the Programme Coordinators. The TOC/TORC staff usually plays an advisory role and are not directly involved in the evaluation of NSS activities. However, they are expected to evaluate the work done by

the PO's, once they are trained by them. Table 6.1.9 shows that 83.3% of the TORC's/TOC's evaluate the work done by the PO's after they are trained by them. While all the TOC's/TORC's of the sample states evaluate the work done by the PO's, TORC-Lucknow is an exception. The reason for the same is the fact that they don't have the budget for evaluation. Moreover, they also feel that it's not within their work purview. (Refer table 6.1.10).

Table 6.1.10: Mechanism for Evaluation of Work done by the Trained PO

Sr. No.	Organisations	Mechanism for Evaluation of the Trained NSS PO's						Total
		Missing Data	Feedback forms filled up on last day of training	Don't evaluate as it is not our role, also there is no budget for the same	Meet the PO personally and get feed-back from them	Structure Questionnaires and Examination	Suggestion of PO's	
1.	TOC-Vishakhapatnam	--	--	--	1	--	--	1
		--	--	--	100.0%	--	--	100.0%
2.	TORC-Chandigarh	--	--	--	--	--	1	1
		--	--	--	--	--	100.0%	100.0%
3.	TORC-Delhi	1	--	--	--	--	--	1
		100.0%	--	--	--	--	--	100.0%
4.	TORC-Maharashtra	--	--	--	--	1	--	1
		--	--	--	--	100.0%	--	100.0%
5.	TOC-Maharashtra	--	1	--	--	--	--	1
		--	100.0%	--	--	--	--	100.0%
6.	TOC-UP	--	--	1	--	--	--	1
		--	--	100.0%	--	--	--	100.0%
Total		**1**	**1**	**1**	**1**	**1**	**1**	**6**
%age across Organisations		**16.7%**	**16.7%**	**16.7%**	**16.7%**	**16.7%**	**16.7%**	**100.0%**

Different TORC/TOC follow different mechanism for evaluation of work done by the Programme officers. Some of the mechanism followed for the evaluation as seen in table

6.1.10, ranges from getting the feedback form filled on the last day of training, meeting the PO's personally and taking feedback from them, using structured questionnaire and examinations, taking the suggestion of PO's etc.

After tracing the structure and functions of the TOC's/TORC's, the next section deals with understanding the nuances of training in NSS. This has been done from two angles: the first angle looks at training from the trainers perspective which are the TOC's/TORC's and other looks from the perspective of the trainee which are the NSS volunteers, Programme Officers, Programme Coordinators, District Coordinators, SLOs, Regional Centre Heads, Ex- NSS Officials etc. Views of important NSS Stake holders like Principals and VC's have also been taken, though they themselves don't undergo any training.

6.1.3. Training- from the Trainer's Perspective

6.1.3(a)

As seen in the table 6.1.4. below, the TOC's/ TORC's of the sample states are conducting 8 training programs and achieving their yearly targets of training a minimum of 280 Programme Officers. Yet there is a huge unmet need of training in the country.[7] As quoted by Ms. Alka Kumar in her report, the huge unmet need for training is mainly because over the years the strength of NSS Programme Officers has increased many folds, but the number of training units has not increased accordingly.[8]

Again as seen in table 6.1.4. 50% of the TOC's/ TORC's collaborate with an external agency for their training program. These external agencies are mostly the State universities falling under the jurisdiction of the TOC's/TORC's. This collaboration in many of the cases is mainly to the logistic issues of accommodation, training halls etc. Another reason for the collaboration is the fact that many TORC's/TOC's believe that carrying programme to the field helps them cover more programme officers; this was

[7] Refer Report on Training units of NSS- Review and future strategies, Ms. Alka Kumar, Lecturer Cum Community Organiser, April 2008.
[8] Report on Training units of NSS- Review and future strategies, Ms. Alka Kumar, Lecturer Cum Community Organiser, April 2008.

stated by TORC-Mumbai. It also helps them conduct field visits in areas which are relevant to the work of the NSS Programme Officers.

Table 6.1.11: No. of Training Programmes, Yearly Achievement & Collaboration with external agencies of the TOC's/TORC's of the sample states

Sr. No.	Organisation	No. of Training Programmes conducted	Yearly achievement of training target (Minimum of 280 trained PO)	Collaboration with external agency for training(Y/No)
1.	TORC, TISS	8	100%	Yes
2.	TORC, Delhi	8	100%	No
3.	TORC Chandigarh	8	100%	Yes
4.	TOC, Lucknow	8	100%	No
5.	TOC, Ahmednagar	8	100%	No
6.	TOC, Vishakhapatnam	8	100%	Yes

Table 6.1.12: Trained and Untrained Programme Officers in the Sample states (2007-2008)

Sr. No.	State	No. of PO's trained	No. of PO's untrained	Presence of TOC/TORC
1.	Andhra Pradesh	1954	1302	TOC
2.	Bihar	145	216	Non existent
3.	Chandigarh	39	33	TORC
4.	Madhya Pradesh	462	634	Non functional
5.	Maharashtra	1922	1159	TORC & TOC
6.	Uttar Pradesh	800	1561	TOC

(Source Reports from the SLO Offices of the sample states)

From the above table (6.1.12) one can see that in states where the TOC/TORC are present the number of trained programme officers are more than the untrained except Uttar Pradesh, where the number of untrained PO's are more than the trained PO. This shows that the TORC's/TOC's are addressing the training needs in NSS to a great extent. But in

states where the TOC's/TORC's are not present there is a huge unmet need for training. [9] This has been brought about even by our study. In Bihar and Madhya Pradesh the number of untrained PO's is quite high as there is no TOC/TORC in the state. Other reasons for the untrained PO's are their high work load which includes the regular teaching work along with the NSS work. This leaves them with very less time to spare for trainings. Another reason is the fact that the training programmes are mostly held in vacation period which the Programme Officers don't want to attend as it spoils their vacation. Besides, no compensatory holiday is given on account of the same. The Programme officers of Bihar go to TORC- Kharagpur for training which is quite far off; similarly the PO's of Madhya Pradesh go to TORC Delhi. Untrained Programme Officers often do not document their activities properly and do not guide the volunteers properly. Also they lag behind in the proper upkeep of their accounts pertaining to NSS expenditure. Hence, there is an immense need of establishing TOC/TORC in Bihar and MP.

In UP, even the presence of TOC doesn't contribute much in addressing the huge unmet need for training. This is because of the fact that UP is a highly populated state and the one TOC in Lucknow is not enough to meet the large number of training targets. Hence, In UP, TORC needs to be established along with the TOC keeping in view the huge unmet need for training.

6.1.3 (b)Content of Trainings

The TOC's/ TORC's mostly conduct training programmes as per the contents mentioned in the NSS Manual, GOI. According to the manual, the NSS OC should cover the following aspects:

a) History & Philosophy of NSS.
b) Society & Youth.
c) Program Planning & Implementation
d) Methods and Techniques of working with people.
e) Organisation & Management of NSS.
f) Supervision.

[9] Refer Report on Training units of NSS- Review and future strategies, Ms. Alka Kumar, Lecturer Cum Community Organiser, April 2008.

g) Evaluation.
h) Social Survey.
i) Laws and Legislation relating to Social welfare.
j) Rural work under NSS.
k) Family & Child care.
l) Afforestation & Tree plantation
m) Urban Work under NSS.
n) Preservation & Beautification of monuments.
o) Non Formal education.
p) NSS practical work- Field work[10]

The TOC's/ TORC's of the sample states reported that they are conducting the Training Programmes according to the mandate of the NSS manual. However, sometimes they do introduce some sessions based on the local needs of the participants or current social issues.

6.1.3 (c) Training Methods

Table 6.1.13: Showing the Training Methodology used by the TOC's/TORC's of the Sample States

Sr. No.	TOC's/TORC's	Methodology Followed			
		Talks/ Lecture	PPT/OHP	Films	Street Play
1.	TORC, TISS	1	1	1	1
2.	TORC, Delhi	1	1	1	1
3.	TORC Chandigarh	1	1	1	1
4.	TOC, Lucknow	1	--	--	--
5.	TOC, Ahmednagar	1	1	1	1
6.	TOC, Vishakhapatnam	1	1	1	1
Total		**6**	**5**	**5**	**5**
%age across Organisations		**100%**	**82%**	**82%**	**82%**

[10] NSS Manual,Ministry of Youth Affairs and Sports, GOI, 2006, pg.103.

Training of any kind can be more effective if it is imparted through methods that stimulate the trainee to think and apply the principles, concepts learnt through real life situations.[11]

As seen in table 6.1.13, all the TOC's/TORC's are using Talks/ lecture as one of the methodology for training. Besides all the TORC's/TOC's except TOC Lucknow is using the methodology of PPT/OHP, films and street plays.

6.1.3 (d) Number of Resource Persons

Table 6.1.14: Number of Resource Persons for OC's & RC's

Sr. No.	Organization	Average Number of Resource Persons invited for OC						Total
		10	12	13	15	20	22	
1.	TORC, TISS	--	--	1	--	--	--	1 (100%)
2.	TORC, Delhi	--	--	--	--	1	--	1 (100%)
3.	TORC Chandigarh	--	1	--	--	--	--	1 (100%)
4.	TOC, Lucknow	1	--	--	--	--	--	1 (100%)
5.	TOC, Ahmednagar	--	--	--	1	--	--	1 (100%)
6.	TOC, Vishakhapatnam	--	--	--	--	--	1	1 (100%)
TOTAL		**1**	**1**	**1**	**1**	**1**	**1**	**6**
Percentage across States		**16.7%**	**16.7%**	**16.7%**	**16.7%**	**16.7%**	**16.7%**	**100%**
Sr. No.	**Organisations**	**Average Number of Resource Persons invited for RC**						**Total**
		5	**6**	**7**	**10**	**15**		
1.	TORC, TISS	1	--	--	--	--		1 (100%)
2.	TORC, Delhi	0	0	0	0	1		1 (100%)
3.	TORC Chandigarh	0	1	0	0	0		1 (100%)
4.	TOC, Lucknow	0	0	1	0	0		1 (100%)
5.	TOC, Ahmednagar	0	0	0	1	0		1 (100%)

[11] Hans Gurmeet, NSS Publication, TISS, 1986

6.	TOC, Vishakhapatnam	0	0	0	1	0	1 (100%)
TOTAL		**1**	**1**	**1**	**2**	**1**	**6**
Percentage across Organisations		**16.7%**	**16.7%**	**16.7%**	**33.3%**	**16.7%**	**100%**

Table 6.1.14 shows the average number of resource persons invited for the Orientation & Refresher Courses by the TORC's/TOC's. Since the OC's are of a longer duration (10 days) the number of resource persons are more than the Refresher Courses which are of shorter duration (5 days). As seen in the table 6.1.14, while TOC Lucknow, TORC Chandigarh & TORC TISS invite resource persons ranging from 10-13, TOC Ahmednagar, TORC Delhi and TOC Ahmednagar invite an average of 15, 20 & 22 Resource persons respectively. Similarly, for Refresher courses the number of Resource persons vary from 5 to 15 across the TORC's/TOC's of the sample states. This is mainly because the RC's are of shorter duration. As seen in the table above, 33.3% of the TORC's/TOC's invite 10 resource persons for the RC. This includes TOC Ahmednagar and TOC Vishakhapatnam. The rest of the TOC's/TORC's invite an average of 5, 6 ,7 & 15 resource persons on an average for RC's.

6.1.3(e) Number of Participants:

As stated in the NSS Manual, GOI, the Orientation & Refresher courses must have a minimum of 35 participants. Hence all the TOC's/TORC's of the sample states have a minimum of 35 participants on an average for their OC's & RC's. The maximum can go as high as 80-100. In an Orientation course organized by the TORC-TISS, the numbers of participants were 100. Table 6.1.15 shows that 50% of the TOC's/TORC's have an average of 40 participants for the OC's, 33.3% have an average of 35 and 16.7% have an average of 50 participants for OC's. For the Refresher Courses the maximum number of TOC's/TORC's (66.7%) have an average of 40 participants, the rest 33.3% have an average of 35 participants.

Table 6.1.15: Number of Participants for OC's & RC's

Sr. No.	Organizations	Strength of Participants for OC			Total
		35	40	50	
1.	TOC-Vishakhapatnam	--	1	--	1
					100.0%
2.	TORC-Chandigrah	1	--	--	1
					100.0%
3.	TORC-Delhi	--	1	--	1
					100.0%
4.	TORC - Mumbai	1	--	--	1
					100.0%
5.	TOC -Ahmednagar	--	--	1	1
					100.0%
6.	TOC-Lucknow	--	1	--	1
					100.0%
Total		**2**	**3**	**1**	**6**
Percentage across States		**33.3%**	**50.0%**	**16.7%**	**100.0%**

Sr. No.	Organizations	Strength of Participants for RC		Total
		35	40	
1.	TOC-Vishakhapatnam	--	1	1
		--	100.0%	100.0%
2.	TORC-Chandigrah	1	--	1
		100.0%	--	100.0%
3.	TORC-Delhi	0	1	1
		--	100.0%	100.0%
4.	TORC - Mumbai	1	--	1
		100.0%	--	100.0%
5.	TOC -Ahmednagar	--	1	1
		--	100.0%	100.0%
6.	TOC-Lucknow	--	1	1
		--	100.0%	100.0%
Total		**2**	**4**	**6**
Percentage across Organisations		**33.3%**	**66.7%**	**100.0%**

6.1.3 (f) Specific Certificate/ Diploma Course for the PO's & Higher Officials

As seen in table 6.1.16, across the sample TOC's/TORC's, 83.3% (5) felt the need for conducting specific certificate/ diploma courses for the Programme Officers, where as 16.7% (TORC-Delhi) didn't feel the need for the same. Similarly, 66.7% TOC's/TORC's felt the need for conducting specific certificate/diploma courses for Higher Officials. This

included TOC-Vishakhapatnam, TORC- Mumbai, TOC-Ahmednagar & TOC- Lucknow. 33.3% (TORC-Delhi & Chandigarh) didn't feel the need of conducting any specific training for the higher officials of NSS.

Table 6.1.16: Need for conducting specific certificate/diploma courses for the Programme Officers & Higher Officials.

Sr. No.	Organisations	Need for conducting some specific certificate/diploma courses for the Programme Officers.		Total
		No	Yes	
1.	TOC-Vishakhapatnam	--	1	1
		--	100.0%	100.0%
2.	TORC-Chandigrah	--	1	1
		--	100.0%	100.0%
3.	TORC-Delhi	1	--	1
		100.0%	--	100.0%
4.	TORC - Mumbai	--	1	1
		--	100.0%	100.0%
5.	TOC -Ahmednagar	--	1	1
		--	100.0%	100.0%
6.	TOC-Lucknow	--	1	1
		--	100.0%	100.0%
Total		**1**	**5**	**6**
%age across Organisations		**16.7%**	**83.3%**	**100.0%**
Sr. No.	**Organisations**	**Specific certificate/diploma courses for the higher officials.**		**Total**
		No	**Yes**	
1.	TOC-Vishakhapatnam	--	1	1
		--	100.0%	100.0%
2.	TORC-Chandigrah	1	--	1
			--	100.0%
3.	TORC-Delhi	1	--	1
			--	100.0%
4.	TORC - Mumbai	--	1	1
		--	100.0%	100.0%
5.	TOC -Ahmednagar	--	1	1
		--	100.0%	100.0%
6.	TOC-Lucknow	--	1	1
		--	100.0%	100.0%
Total		**2**	**4**	**6**
%age across Organisations		**33.3%**	**66.7%**	**100.0%**

As seen in table 6.17, different TOC's/TORC's felt the need for conducting certificate & diploma courses for NSS Programme Officers on specific themes which includes: Personality development, Disaster management, health management, Youth development, Adolescent Issues, Working with Youth, Youth Development & empowerment. For the higher officials themes like Strategic management from NSS Point of view (TOC-AP, Maharashtra, UP) & Youth Welfare Empowerment (TORC-Mumbai) were suggested.

Table 6.1.17: Type of Certificate and Diploma courses for NSS PO's

Sr. No.	Organisations	Type of Certificate and Diploma course for NSS PO's					Total
		Diploma in NSS, certificate on Personality development	Disaster management, Health management	Diploma for youth development, Common Wealth Youth development programmes	Adolescent Issues, Working with Youth	Youth Development & Empowerment	
1.	TOC-Vishakhapatnam	1	--	--	--	--	1
		100.0%	--	--	--	--	100.0%
2.	TORC-Chandigrah	--	--	--	1	--	1
		--	--	--	100.0%	--	100.0%
3.	TORC - Mumbai	--	--	--	--	1	1
		--	--	--	--	100.0%	100.0%
4.	TOC - Ahmednagar	--	1	--	--	--	1
		--	100.0%	--	--	--	100.0%
5.	TOC-Lucknow	--	--	1	--	--	1
		--	--	100.0%	--	--	100.0%
Total		**1**	**1**	**1**	**1**	**1**	**5**
% age across Organisations		**16.7%**	**16.7%**	**16.7%**	**16.7%**	**16.7%**	**100.0%**

6.1.3(g): Need for Additional training for PO's

Table 6.1.18: Need for additional training apart from Orientation & Refresher courses for PO's

Sr. No.	Organizations	Need for additional training apart from Orientation & Refresher courses for PO's		Total
		No	Yes	
1.	TOC-Vishakhapatnam	--	1	1
		--	100.0%	100.0%
2.	TORC-Chandigrah	1	--	1
		100.0%	--	100.0%
3.	TORC-Delhi	1	--	1
		100.0%	--	100.0%
4.	TORC - Mumbai	--	1	1
		--	100.0%	100.0%
5.	TOC -Ahmednagar	1	--	1
		100.0%	--	100.0%
6.	TOC-Lucknow	1	--	1
		100.0%	--	100.0%
Total		**4**	**2**	**6**
%age across Organisations		**66.7%**	**33.3%**	**100.0%**

As seen in table 6.1.18, 33.3% (TOC- Vishakhapatnam, TORC- Mumbai) of the TOC's/TORC's felt the need of conducting additional trainings for the NSS PO's apart from the OC's & RC's. 66.7% (TORC-Chandigarh, TORC-Delhi, TOC-Ahmednagar, TOC-Lucknow) of the TOC's/TORC's didn't feel the need for conducting additional training for the NSS PO's. Others felt that these trainings should be conducted on specific themes (TOC-Vishakhapatnam) as well as special consultations should be held for them (TORC- Mumbai).

6.1.3(h)Training Equivalent to UGC Refresher Course

83.3% of the TOC's/TORC's felt that the trainings given by TOC/TORC should be made equivalent to the UGC Refresher Course. This is mainly because they felt that this would give the PO' some academic incentive to undergo the NSS trainings. Besides, this would also increase their levels of motivation. Only TORC-Chandigarh felt that this shouldn't happen. (Refer table 6.1.19)

Table 6.1.19: Training to be made equivalent to the UGC Refresher Course

Sr. No.	Organisations	Trainings given by TORC/TOC to be made equivalent to the UGC refresher course?		Total
		No	Yes	
1.	TOC-Vishakhapatnam	--	1	1
		--	100.0%	100.0%
2.	TORC-Chandigarh	1	--	1
		100.0%	--	100.0%
3.	TORC-Delhi	--	1	1
		--	100.0%	100.0%
4.	TORC - Mumbai	--	1	1
		--	100.0%	100.0%
5.	TOC -Ahmednagar	--	1	1
		--	100.0%	100.0%
6.	TOC-Lucknow	--	1	1
		--	100.0%	100.0%
Total		**1**	**5**	**6**
%age across Organisations		**16.7%**	**83.3%**	**100.0%**

6.1.4. Training- from the Perspective of the Trainees & Other Important NSS Stakeholders

In this section we would take a glimpse of the NSS training through the eyes of a range of NSS Stake holders interviewed during the study. These include NSS Students, Programme Officers, NSS-Ex Officials, Area Coordinator, Program Coordinator, SLO-RC, Principals of colleges and Vice Chancellors. The NSS Students, Programme Officers, NSS Ex-officials and SLO-RC are also the trainees of the NSS Training as they would have been a Programme Officer at some stage of their career and would have undergone trainings specific to their positions in NSS. On the other hand, The VC's and College Principals do play an important role in the facilitation of NSS Programmes in their universities and colleges, but they are not directly related to NSS and hence have never undergone a training. Still, their minds were picked up with regards to their opinion on NSS training. The following section is an attempt to bring forth the findings of this endeavor of the Research team.

6.1.4 (a) Number of Trainings

Table 6.1.20: Number of Trainings undertaken by the Students, PO's and Ex-Officers

Sr. No.		Student	Programme Officer	Ex-officer
I.	**Number of Trainings**			
1.	1	33%	64%	25%
2.	2	15%	14%	50%
3.	3	13%	2%	12%
4.	4	7%	10%	-
5.	5	9%	5%	13%
6.	6+	23%	5%	-
II.	**What are they (Students)**			
1.	1 days camp and 10 one day camp	15%	-	-
2.	AIDS Awareness	8%	-	-
3.	Awareness Programmes	6%	-	-
4.	Blood donation	3%	-	-
5.	Health Programme & Educational Programme	8%	-	-
6.	Orientation Training	7%	-	-
7.	Special camp (Personality development/ Disaster Management/drug addition etc.)	25%	-	-
8.	No Response/No Training	28%	-	-
III.	**What are they (PO) (Multiple response)**			
1.	Orientation Course		40%	
2.	Refresher Course		16%	
3.	Others		3%	

As seen in table 6.1.20, maximum percentage (33%) of **Students (NSS Volunteers)** underwent one training. Quite a few (23%) underwent more than 6 trainings. Many of these trainings were imparted to them on various themes which included AIDS awareness, Health & Educational Programme, Personality Development, Disaster Management, Drug de-addiction. Some of these were imparted to them as a part of the

Special Camp (25%). The NSS Orientation which should be compulsorily given to all the students immediately after joining NSS has been received only by 7 % of the students.

The major chunk of **NSS Programme Officers** (64%) underwent just one training which is the Orientation Course, which they must underwent immediately after joining as a NSS PO. 14% underwent two trainings and the rest underwent trainings ranging from 3-6+. 40% of the PO's underwent Orientation course, 16% Refresher course and 3% other courses.

In case of **NSS Ex-officials** maximum (50%) underwent two trainings which included both NSS Orientation & Refresher courses during the time when they were PO's, 25% underwent one training, i.e. OC. 12% & 13% underwent 3 and 5 trainings respectively.

6.1.4 (b) Duration of Trainings

Table 6.1.21: Duration of the Trainings undertaken by the Students, PO's and Ex-Officers

Sr. No.		Student	Programme Officer	Principal
I.	**The duration of Training (Hours)**			
1.	1 Hours	14%	16%	-
2.	2 Hours	19%	2%	-
3.	3 Hours	17%	5%	-
4.	4 -5 Hours	8%	5%	90%
5.	6-8 Hours	42%	38%	8%
6.	10-12 Hours	-	34%	2%
II.	**The duration of Training (Day)**			
1.	1 Day	23%	12%	-
2.	2 – 9 Day	33%	40%	100%
3.	10 Day	44%	48%	-
4.	11+ Day	-		-

As seen in table 6.1.21, maximum number of **Students** (42%) attended training for 6-8 hours, and minimum number (8%) attended trainings for 4-5 hours. The duration of training in terms of days was 10 day for maximum number of students (44%). The least percentage of students (8%) attended training for 1 day.

Similar to the case of students, maximum number of **Programme Officers** (38%) attended training for 6-8 hours, followed by 10-12 hours for 34% of the PO's. In terms of days, maximum number of PO's (48%) attended trainings for 10 days. This is mainly because maximum number of PO's undergo OC's which are of 10 days. In contrast to this, the percentage of PO's attending 1 day training was 12%.

Almost all the **Principals** (90%) attended training for 4-5 hours. The duration of training for the remaining 8% and 2% are 6-8 hours and 10-12 hours respectively. In terms of days all the principals (100%) attended training for 2-9 days only.

6.1.4 (c) Content, Methodology, Resource Persons & Participants

The content of the training, its methodology and the Resource persons determine the success of any training. These aspects of training organized by the TOC/TORC have been analyzed in the earlier section. This section throws light on the trainings attended by the students and Programme Officers. As seen in table 6.1.22, the content of training for the maximum number of students (38%) was NSS Orientation. For 23% it was Health & hygiene, for 17% it was Personality development & Regular activities (health/education/environment/women etc). Similarly, maximum number of PO's (20%) attended training on NSS Orientation. Equal percentage of PO's (20%) attended trainings on personality development, themes relevant to Regular activities like Health, Education, Environment, Women etc & themes relevant to Special Camps (Disaster/Blood camp/AIDS).

The most popular methodology employed for training was mostly talks and group discussion both in the case of students (68%, 64%) & PO's (58%, 58%).Posters was the next most popular methodology used. This was followed by PPT/OHP and film shows.

Table 6.1.22: Content, Methodology, Number of Resource Persons, Number of Participants of training

Sr. No.		Student	Programme Officer
I.	**Content of the Training**		
1.	AIDS Related programme	12%	-
2.	Health and hygiene	23%	-
3.	Literacy programme	8%	-
4.	NSS Orientation	38%	60%
5.	Personality development, Regular activities (Health/Education/Environment/Women etc.)	17%	20%
6.	Special camp (Disaster/Blood camp/AIDS)	2%	20%
II.	**Methodology Followed (MULTI)**		
1.	Talk	68%	58%
2.	Group discussion	64%	58%
3.	PPT/OHP	16%	37%
4.	Posters	44%	31%
5.	Films	22%	25%
III.	**No. of Resource Persons**		
1.	< 3	27%	8%
2.	3-5	40%	16%
3.	6-8	9%	24%
4.	9-10	11%	16%
5.	11+	13%	36%
IV.	**No. of Participants**		
1.	<26	11%	23%
2.	26-50	32%	54%
3.	51-100	9%	15%
4.	100-200	21%	-
5.	201+	27%	8%

For training of the students in maximum number of cases (40%) resource persons were in the range of 3-5. The maximum percentage of trainings (36%) attended by Programme Officers had more than 11 resource persons. This is mainly because PO's mostly attend Orientation courses which generally have around 10-11 resource persons.

The number of participants in maximum number of trainings (32%) attended by the Students is 26-50. Similarly the maximum number of trainings (54%) attended by the PO's have participation ranging from 26-50. This again may be because of the reason that PO's mostly attend OC's which usually have participants in the range of 35-50.

6.1.4 (d)Training Equivalent to UGC Refresher Course

When asked as to whether the NSS OC & RC should be made equivalent to UGC Refresher course, maximum number of respondents favored the same. This included 63% of the PO's, 65% of the Principals, 70% of TOC's and 82% of Ex-officers. The reason for the same as seen in table 6.1.23 was that this would give encouragement and enhance the self esteem of the PO's concerned (14% Principals), would motivate the PO's to attend training (44% Ex-officer), would enhance the skill & knowledge of the PO's (16% Principal)and would give value for the time spent by PO's in a constructive way (7% principal, 50% TOC/TORC, 33% Ex-officer). Some people felt that since NSS trainings were for the teachers hence it should be mandatory to make it equivalent to the UGC refresher course (47% Principal).

Table 6.1.23: Opinion on Whether NSS Training should be made equivalent to UGC Refresher Course.

Sr. No.	Training be made equivalent to UGC	Student	PO	Principal	TOC/TORC TOC	Ex-officer
	Yes	-	63%	65%	70%	82%
	If yes Why	-	-			
1.	Encouragement & enhancement of self esteem			14%	-	-
2.	Motivate PO's to attend the trainings			-	-	44%
3.	Skill and Knowledge			16%	-	-
4.	Training programe for teacher and staff			47%	-	-
5.	Value of time spent by POs, content is so constructive			7%	50%	33%
6.	Very necessary/good experience			-	50%	23%
7.	No answer			16%	-	

6.1.4 (e)Evaluation of work done by the PO's

As Programme Officers are primary in the implementation of NSS activities along with NSS volunteers, evaluation of work done by them is an important exercise needed to enhance the quality of NSS activities. As seen in table 6.1.24, various NSS Stake holders are involved in this activity, ranging from Principals (38%), Regional centre heads (43%) and TOC's (82%). The mechanisms followed for the same are feedback/evaluation (RC-67%, TOC/TORC-56%) and supervision (Principal-42%,TOC/TORC-22%). 33% of the sample RC's responded that they don't evaluate the work of the PO's as they don't have the budget for the same.

Table 6.1.24: Evaluation of work done by PO's, Need for certificate, diploma courses and additional trainings for PO.

Sr. No.		Principal	RC	SLO	TOC/TORC	VC
I.	**Do you evaluate the work done by POs after training**	38%	43%	-	82%	
	If yes they how			-		-
1.	Feedback/evaluation	-	67%		56%	
2.	Improvement of work	58%	-		-	
3.	Supervision of their work	42%	-		22%	
4.	No evaluation (because of fund)	-	33%		22%	
II.	**Need of certificate/diploma courses for PO**	54%	71%	46%	64%	-
III.	**Need for additional trainings for PO**	25%	86%	60%	75%	27%
	If yes, What kind of Training					
1.	Disaster management	10%	17%	67%	-	
2.	Need based necessary training	35%		-	-	
3.	Professional training	25%	50%	-	-	
4.	Special programme at national level	30%		-	-	
5.	Workshop/seminar on specific themes	-	33%	33%	100%	

Similarly, most of the respondents felt that there is a need for certificate/ diploma course for the Programme Officers (54% Principals, 71% Regional centre heads, 46% SLO's, 64% TORC/TOC).

While 86% of the Regional centre heads, 75% of the TOC's-TORC's & 60 % of the SLO's felt the need for conducting additional trainings. 25% of the principals and 27% of the VC's expressed the same. This is mainly because they are not in favour of training programs for PO's as they have to take leave from their regular job responsibilities to attend the same. The respondents felt that these trainings should mostly be on themes like Disaster management(10%- Principals, 17%- Regional Centre heads,67%-SLO's), Need based necessary training (35%-Principals), Professional training (25%- Principals,50% Regional center heads), Special programme at National level (30%-Principals), workshop, seminar on specific themes (33%- Regional centre head, 33% SLO, 100%-TOC/TORC.

6.1.4 (f) Importance of OC & RC, Suggestions to improve the same & Specific trainings for Officials

Table 6.1.25: Importance of OC & RC for the PO's, Suggestions to Improve the training

Sr. No.		Principal	RC	SLO	Ex-Officer	Coordinator	VC
I.	**Opinion about OC and RC for POs/ importance of training in NSS**						
1.	Good, continued	30%	-	-	-	11%	-
2.	More training is needed	-	100%	100%	78%	89%	100%
3.	Necessary/useful	43%		-	22%	-	
4.	No comments/No response	27%	-	-	-	-	-
II.	**Further strengthened/Suggestions to Improve**						
1.	More trainings to be organized on the right time	12%	67%	-	78%	-	
2.	Proper planning & more training	29%	33%	68%	-	70%	
3.	Quality of Resource persons/lecturers	25%	-	32%	22%	17%	
4.	Don't know/No Response	34%	-	-	-	13%	

30% of the Principals and 11% of the coordinators felt that the OC& RC are good and should be continued. All the Regional centre heads (100%), SLO's (100%), 89% Coordinators and 78% Ex-officers felt that more training is needed for the PO's apart from the OC's and RC's. However, 43% Principals and 22% Ex-officers felt that the OC's and RC's are necessary and useful.

Inorder to improve the trainings suggestions ranged from improving the quality of resource persons (25%-Principals, 32%-SLO's, 22%- Coordinators, 17%-VC's), increasing the number of trainings (12%-Principal,67%-RC's, 78%-Ex officers) to proper planning of the programmes (29%- principal, 33%- RC,68%-SLO, 70%-Coordinator). This includes conducting it at a point of time when maximum Programme officers can participate. Eg. trainings should not be conducted during vacations and examination time. (Refer table 6.1.25)

Table 6.1.26: Specific training for Officials

Sr. No.		Principal	Coordinator	VC
I.	**Specific Training for Officials of your level**	35%	90%	75%
	If yes, Explain content			
1.	Administrative & Finance maintaining	21%	22%	-
2.	Information of NSS	37%	-	-
3.	Issues concerning NSS	13%	39%	-
4.	Social Problems	-	26%	-
5.	Technical Training on social work	29%	13%	-

As seen in table 6.1.26, 35% of the Principals of colleges, 75% of VC's of University and 90% of the coordinators felt the need for organizing specific training programs for officials of their levels. They felt that these trainings should be mostly organized on themes like Administrative & Finance Maintaining (21%-Principals, 22%-Coordinators), Information of NSS (37%- Principals), Issues concerning NSS (13% Principals, 39% Coordinators), Social Problems (26%-Coordinator), technical training in social work (29%-Principals, 13%-Coordinators). Hence, there is a great need to organize trainings for officials like Vice Chancellor, Principals, Programme Coordinators of NSS. The NSS-TORC, Mumbai is planning to organize trainings on relevant themes for these officials. It has also proposed to the Ministry that the TORC should be given the charge of trainings of higher officials and research. The training of PO' should be solely handled by the TOC's.

6.1.5: Issues and Concerns with regards to Training

As observed from informal discussions and meetings, a whole lot of hindrances were there in the way of TORC's/TOC's which prevented them from delivering good quality training programs. Some of them are as follows:

a) Policy of ad-hocism regarding staff.

b) Inadequacy of audio-visual aids and equipments.

c) Shortage of budget.

d) Time constraints.

e) Non-availability of competent resource persons.

f) Infrastructural problems pertaining to availability of training hall and accommodation.

Similar reasons were also found out from Quantitative data analysis. As seen in table 6.1.27, for TOC- Vishakhapatnam infrastructural arrangements like that of hostel, training hall and equipments like laptop, lcd etc. was a problem. For most of the TOC's/TORC's (TORC- Delhi, TOC- Ahmednagar & TOC -Lucknow) fund was a major constraint for organizing the training programmes. They felt that because of the lack of funds they cannot give adequate honorarium to the resource persons and hence they are not able to get competent resource persons (TORC-Chandigarh). Another issue related to finance is the fact that the grants are not released by the ministry on time. Many a times the delay is for years at a stretch. According to TORC Mumbai, the principal of colleges don't give enough importance to NSS and its training and hence many times they do not give leave to the PO's for training. This proves a major hindrance in their training.

Table 6.1.27: Issues and Concerns faced by TOC's/TORC's with regards to Training Programmes

Sr. No.	Organisations	Issues and concerns with regards to training programmes						Total
		Hostel, Laptop, LCD, Audio	Lack of grant	Lack of Grant & Time	Low budget, Honorarium for Resource person is less	Principal and SLO do not pay due importance to training	Lack of competent Resource Persons	
1.	TOC-Vishakhapatnam	1	--	--	--	--	--	1
		100.0%	--	--	--	--	--	100.0%
2.	TORC-Chandigarh	--	--	--	--	--	1	1
		--	--	--	--	--	100.0%	100.0%
3.	TORC – Delhi	--	--	--	--	--	--	1
		--	100.0%	--	--	--	--	100.0%
4.	TORC -Mumbai	--	--	--	--	1	--	1
		--	--	--	--	100.0%	--	100.0%
5.	TOC-Ahmednagar	--	--	1	--	--	--	1
		--	--	100.0%	--	--	--	100.0%
6.	TOC- Lucknow	--	--	--	--	--	--	1
		--	--	--	100.0%	--	--	100.0%
Total		**1**	**1**	**1**	**1**	**1**	**1**	**6**
%age across Organisations		**16.7%**	**16.7%**	**16.7%**	**16.7%**	**16.7%**	**16.7%**	**100.0%**

Besides, there are a whole lot of issues and concerns of the TOC/TORC staff which demotivates them and prevents them from delivering quality training. Some of these issues are as follows:

a) The TOC/TORC staffs are employed on a contract basis. Their job lacks certainty and opportunity for upward mobility.
b) They don't get medical benefits.
c) They don't get Provident Fund.

Table 6.1.28: Availability of Medical and Other Benefits

Sr. No.	Organizations	Availability of Medical & Other Benefits		Total
		No	Yes	
1.	TOC-Vishakhapatnam	--	1	1
		--	100.0%	100.0%
2.	TORC-Chandigarh	1	--	1
		100.0%	--	100.0%
3.	TORC – Delhi	--	1	1
		--	100.0%	100.0%
4.	TORC -Mumbai	1	--	1
		100.0%	--	100.0%
5.	TOC-Ahmednagar	--	1	1
		--	100.0%	100.0%
6.	TOC- Lucknow	1	--	1
		100.0%	--	100.0%
Total		**3**	**3**	**6**
%age across States		**50.0%**	**50.0%**	**100.0%**

The table 6.1.28 shows that while 50% of the TOC's/TORC's receive medical and other benefits, the rest 50% don't. The ones that receive are TOC- Vishakhapatnam, TORC-Delhi & TOC-Ahmednagar. The ones that don't receive are TORC-Chandigarh, TOC-Lucknow & TORC-Mumbai. Among the ones that receive the medical benefits, they are getting it as a part of being in the University system. For eg: TORC Delhi staff is covered by the University Health Service of Delhi University and TOC-Vishakhaptanam is getting the coverage from the Primary Health Centre of Andhra University. So, it's clear that they are not getting anything from the Ministry. TOC- Ahmednagar reported of receiving a circular for reimbursemt of medical bills from the Ministry, but whether its being implemented or not is an unanswered question. Similarly, TORC-Mumbai has also received a circular from the Ministry regarding medical reimbursement but it's yet to be implemented. The institute authorities say that there is no monetary provision from the Ministry for the same. Similarly, there is a circular from the Ministry on CPF, still most of the TOC'/TORC's employees are not availing the same. These staff related issues should be tackled on an urgent basis to enhance the quality of work by the TOC's/TORC's.

Some Anecdotes on Training

- *The success of any program depends upon its training component so trainings are very important at all levels. Further she put emphasis on higher official's orientation training but that should be under the label of sharing sessions. Going further she suggested that when ever concerned ministers meeting at national level topic on NSS should be put in the agenda so, that sensitization of ministers can be happen.*

(**Mrs. Renu Devi- Hon. Minister for Art, Culture and Sports, Bihar)**

- *The Number of TOC's/ TORC's should be increased. It should be mandatory for each state to have a TORC/TOC.*

(TOC Mr. J B Tuteja- Head, Lucknow, UP)

- *As soon as a Programme Officer is appointed he/she should be sent for compulsory training, after which he should be given the charge of NSS. All the NSS volunteers must be given a compulsory orientation on NSS.*

(Mr. Bishesh Gupta-SLO, UP)

- *There should be a clear cut demarcation of work between TOC and TORC. TORC should focus more on research and higher level trainings.*

(Mr. Khalil Ahmed- TORC Coordinator,TISS)

- *Training is most important factor in any aspect of any programme because they will know how to work with the people and the community.*

(Mr. Suresh Ambekar -Director - Vishwa Yuvak Kendra -New Delhi)

6. 2. Motivational Needs in NSS

Motivation is the inner power or energy that pushes one towards performing a certain action. Motivation has much to do with desire and ambition, and if they are absent, motivation is absent too.

Often, a person has the desire and ambition to get something done or achieve a certain goal, but lacks the push, the initiative and the willingness to take action. This shows a lack of motivation and inner drive.

Motivation strengthens the ambition, increases initiative and gives direction, courage, energy and the persistence to follow one's goals. A motivated person takes action and does whatever it needs to achieve his/her goals.

Motivation is usually strong, when one has a vision, a clear mental image of a certain situation or achievement, and also a strong desire to materialize it. In this case motivation pushes one forward, toward taking action and making the vision a reality.[12]

Motivation is extremely critical to drive the NSS volunteers to meaningful activities meant for the betterment of the society. This motivation is sometimes inbuilt within them, but in most of the cases it needs to be inculcated by the NSS Programme Officers. But then in most of the times they themselves are not motivated enough to do their work. Now the question arises that what motivates the NSS stake holders and what would further motivate them to undertake more meaningful NSS activities. The present section is an attempt to answer some of these.

NSS has a process of recognition at various levels to motivate people to promote volunteerism through NSS. There are different kinds of certificates for NSS student volunteers to recognize their voluntary contribution of social service through NSS. Government of India also confers the Indira Gandhi NSS Award to NSS Volunteers, Programme Officer, Unit and Institution and University. Still, the study reveals that the existing incentives in NSS are not enough to sustain the interest of the volunteers as well as the officials. The award demanding process kills the spirit of voluntary social service. Moreover, the process of getting award becomes very political and it is usually seen that the people who are near and dear to higher officials, whether at state or at central level, get the award. For eg. In Chandigarh the NSS officials and volunteers at the college level were found to be very low in motivation as they felt that inspite of doing good work they are not getting recognition in the form of awards. The reason attributed by the Regional centre for the same is fact that the colleges don't have knowledge on the proper documentation of the NSS activities as a result of which they are not nominated for any award.

The NSS Programme Officers are mostly forced by their Principals to join NSS, they themselves lack the motivation to join the same.

[12] http://www.successconsciousness.com/strengthen_motivation.htm

Many students join NSS just for the sake of certificates and are not motivated to do social service, hence the spirit of Social Service needs to be implanted among the students, only then they would be motivated to work with NSS sincerely.

The lack of motivation among the main NSS stake holders, be it the students or the PO's was a source of concern to the research team. This further motivated them to explore the various facets related to incentives that motivate the NSS volunteers and officials to join and to continue in NSS. The present section brings forth the results of this exercise.

The motivational incentives provided in various sample states are listed below:

Andhra Pradesh: 1% of the seats at the Post graduate level would be given to the best NSS volunteers from the next academic year.

Bihar: No incentives as of now. Talks are going on to give weightage to NSS volunteers in jobs and higher education.

Uttar Pradesh: Extra marks to be given to the NSS volunteers, similar to that in Maharashtra. Preference to be given in jobs and higher education. This would be implemented from the coming academic year.

Maharashtra: Extra 10 marks given to the NSS volunteers.

Madhya Pradesh: Certificates are given to given NSS volunteers for NSS work. Weightage is given to NSS volunteers (2-5%) for admission in Post graduate courses.

Chandigarh: Weightage (3-5%) is given to the NSS volunteers for admission in Post graduate courses.

While different kind of incentives are given or would be given to the NSS volunteers in the various sample states. Across all the states, the NSS Officials are getting incentives in

terms of awards, out of pocket allowance to meet their daily expenses, name and fame and networking avenues. Awards are there for the Best NSS Program Officer, Best NSS Coordinator. Indira Gandhi Award is given to the best NSS unit, PO and volunteer at the college level. Besides, Out of pocket allowance (upto Rs. 75/ per month) is paid to the NSS Programme Officers to cover expenditure in meeting people, placement of students and other expenditures like travel within the municipal limits/ 8 km. This amount is exempted from payment of Income Tax.

6.2.1. Motivation to join and continue in NSS

As seen in table 6.2.1, majority of **Students** (75%) joined NSS because of self motivation. Some 42% were influenced by friends. Others (25%) were driven by family influence to be a part of NSS. This is quiet contradictory to the observation made by the research team through FGD's with students and informal discussions, where in it was found that the students mostly join NSS for the sake of certificates and marks and are not motivated to join NSS out of a desire to do social service. This contradiction may be due to the fact that when interviewed students would naturally want to project a good picture, while the reality may be completely opposite.

Among other NSS stake holders, eg. **PO's** majority were driven by professional incentives (70%) to join NSS. This refers to nomination by the Principals, 34% PO's join NSS under the influence of family & friends. The rest 33% join it for social service. As low as 11% PO's join it because of self motivation. This substantiates the observation made by the research team where in they found that very few Programme Officers were found motivated to join NSS and were forced by circumstances to do the same. One most common response which the PO's give when asked about what motivated them to join NSS, is that "I have been forced by my Principal to join otherwise I would have not joined". Another factor responsible for demotivating them to continue in NSS is the fact that their monetary compensation is very nominal. They usually have to pay it from their own pocket to carry out activities in the adopted villages.

Table 6.2.1: Motivational Incentive to join NSS & continue in NSS

Sr. No.		Student	PO	RC	Ex-officer	Coordinator	TOC
I.	**Motivation to join NSS**						
1.	Self motivation	75%	-	-	-	-	-
2.	Family Influence	25%	-	-	-	-	-
3.							
4.	Friend's Influence	42%	-	-	-	-	-
II.	**Motivation to join NSS**						
1.	Self Motivation	-	11%	43%	40%	77%	82%
2.	Professional incentive	-	70%	29%	-	27%	18%
3.	Social Service	-	33%	57%	60%	73%	55%
4.	Influence by family & Friends	-	34%	14%	20%	30%	55%
III.	**Motivation to continue in NSS**						
1.	Certificate/promotions	37%	11%	14%	-	27%	18%
2.	Social Service	59%	70%	71%	-	70%	36%
3.	Name and Fame	32%	34%	14%	-	57%	18%
4.	Networking avenues	48%	34%	43%	-	37%	55%

Among the Regional Centre heads, the maximum percentage (57%) joined NSS for the sake of social service. 43% were motivated by themselves to join NSS, 29% joined NSS for professional incentive and 14% joined out of the influence of family & friends. A huge chunk of NSS ex-officers (60%) and coordinators (73%) joined NSS out of a desire to do social service. Quiet a few were self motivated to join NSS, this includes 40% ex-officers, 77% coordinators and 82% TOC/TORC officials.

Hence, while all the NSS officials from RC's to Coordinators to TOC officials and ex-officers joined NSS out of a desire to do social service which emerges out of self motivation. The majority of Programme Officers joined NSS for the sake of professional incentives. However, students mostly join out of self motivation.

When asked about the motivation to continue in NSS, the students responded by saying that the avenue to do social service (59%)along with networking avenues (48%), name & fame (32%), certificate/ promotions (37%)motivates them to continue in NSS. Among

PO's (70%), RC's (71%) and Coordinators (70%) the majority continue in NSS for the sake of social service. Equal percentage of PO's continue in NSS for the sake of name and fame (34%) and networking avenues (34%). The least percentage of PO's (11%) continues for the sake of certificates and promotions. Similar trends can also be seen among the RC's, Coordinators and TOC/TORC officials. Hence, after social service, name & fame and networking avenues were the other most popular reasons for PO's, RC's, Coordinator and TOC/TORC official to continue in NSS.

6.2.2. Additional Incentives needed by Various Stake holders

Table 6.2.2: Additional incentives needed; NAAC Accreditation

Sr. No.		Student	PO	Principal	RC	Ex-officer	Coordinator	VC
I.	**Happy with the existing incentives (Yes)**	73%	63%	25%	14%	30%	37%	50%
	If no, what more incentives you need							
1.	Concession/reservation in education and others	34%	--	24%	2%	--	--	--
2.	Increased financial allocation	32%	--	60%	-	--	--	--
3.	More Motivation/freedom	12%	--	16%	80%	--	--	--
4.	No Comments	22%	--	-	18%	--	--	--
II.	**NSS unit help in NAAC accreditation**	--	--	64%	--	--	86%	--

As seen in table 6.2.2, while maximum percentage of students (73%) & PO's (63%) were happy with the existing incentives of NSS. As low as 14% of RC's and 12% of Principals were happy with the existing incentives of NSS. This shows that the main stake holders of NSS who were extremely crucial in implementing the NSS activities were satisfied with the existing incentives. This is mainly because all the existing incentives of NSS are only meant for the students and PO's, there is hardly any award or incentive for the officials of the higher level, hence they are not satisfied with the existing incentives of NSS. Eg. Principals of colleges don't have any direct benefit from NSS, except the fact that NSS does help in NAAC accreditation. As seen in table 6.2.2, 64% of Principals and 86% of the coordinators felt that the presence of NSS unit in the college greatly helps in

NAAC accreditation. This is another motivational incentive for the colleges to have a NSS unit.

Additional incentives as demanded by the various categories of NSS Stake holders were Reservation in Higher Education and jobs(34%-students, 24%- Principals,2%-RC's) and Increased financial allocations for NSS (32%- Students, 60%- Principals). Some also demanded for more motivation in terms of freedom (12%-Students, 16% Principals, 80%- RC's)

Hence, in the present scenario where the spirit of volunteering is almost dying, very few people join NSS just for the sake of doing social service. They are mostly driven by the incentives in terms of name, fame, awards, monetary incentives etc. (for PO's and other officials); certificates, extra marks, added weight age in admission to Post graduate courses (for students). Hence these incentives further needs to be strengthened under NSS.

Some Anecdotes on Motivation

- Incentives in terms of preference in jobs, extra marks, certificates etc. needs to be provided to the NSS volunteers. NSS volunteers should be given weight age in admission for higher education.

(Dr. Rakesh Dhar Tripathi- Hon. Minister Higher & Technical Education, UP)

- The present incentives are not enough for the officials to motivate them to continue in NSS, but before enhancing the incentives officials should prove their performance. Only incentives will never motivate them for work. She was in favor of giving more incentives to the volunteers in terms of marks, certificate, etc.

(Mrs. Renu Devi- Hon. Minister for Art, Culture and Sports, Bihar)

- NSS should be made more attractive to arouse the interest of students working with it. NSS should also introduce uniforms for their volunteers similar to that of NCC and extra Marks should be allocated for NSS activities.

(Mr. Jaya Mohan Pillai- Chief Secretary, Bihar - Honorable)

- Students need to be motivated to join NSS, Good incentives to the volunteers can generate good results.

(His Excellency and Hon. Mr. R.L. Bhatia- Governor, Bihar- Honourable)

- The monetary compensation for all the NSS stake holders needs to be revised and revamped inorder to motivate them further. The awarding process should be recommended by others who are not directly associated with NSS to avoid favoritism.

(Mr. J.B. Singh, Regional Centre Head, UP)

- Motivation is very important therefore incentive in the form of money, awards or rewards should be given to motivate the NSS volunteers.

(Mr. Suresh Ambekar -Director - Vishwa Yuvak Kendra, New Delhi)

- We are talking about motivation but unfortunately the universities and government are not successful in giving due recognition to NSS volunteers, the way it gives to the NCC volunteers.

(**Mr. R.K.Mishra- CYP- Director,Chandigarh)**

Training

- The TOC's/TORC's of the sample states include TORC-TISS, TORC-Delhi, TORC-Chandigarh, TOC-Lucknow, TOC-Bhopal, TOC- Ahmednagar, TOC-Vishakhapatnam.
- The prime mandate of TOC's/TORC's is to organise training programmes and Field Action. Research is an important mandate only of the TORC's.
- All the TOC's/TORC's of the sample states are successfully performing their role of organizing training programs both in terms of the number of trainings and the number of participants.
- The entire sample TOC's/TORC's except TOC- Vishakhapatnam and TOC-Lucknow organize field action projects.
- Among the three TORC's, TORC Chandigarh does not undertake any research as it has recently assumed the status of a TORC.
- Most of the TOC'/TORC's were involved in innovative NSS activities mainly in terms of providing academic & training support; as an advisory committee member and in terms of making field visit & interacting with the volunteers.
- TOC's/TORC's of the sample states were also involved in making visits to the camps and delivering motivational lectures there.
- They were involved in planning of the NSS activities and other NSS initiatives like SRD, NRD and Leadership Camps.
- All the TORC's/TOC's except TOC -Lucknow was involved in the evaluation of work done by the PO's.
- 50% of the TOC's/TORC's collaborated with an external agency for training.
- Even though nationally there is a huge number of untrained programme officers, yet in the states where the TOC's/TORC's are present, the number of trained program officers are more than the untrained, except in Uttar Pradesh.
- The content of training programme of the TOC'/ TORC's is same as that which is mentioned in the manual, except in some instances sessions are based on local needs of the participants.
- Talks/lectures, PPT, Film shows & street plays are the most popular training methodology used by the TOC's/TORC's.

- The TOC's/TORC's invite an average number of 10-22 resource persons for the Orientation Courses and 5-15 resource persons for the Refresher Courses.
- The number of participants for the OC's ranges from 35-50, while the number of participants for the RC's range from 35-40.
- Majority (83.3%) of the TOC's/TORC's felt that there was a need for conducting specific certificate/ diploma courses for the Programme officers. The same was felt for the higher officials by most of the TOC's/TORC's (66.7%). The themes for these course ranges from personality development, disaster management, youth development & empowerment etc.
- Majority of the TOC's/TORC's didn't feel the need for conducting additional training program for the NSS PO's.
- All the TOC's/ TORC's except TORC Chandigarh felt that the NSS trainings should be made equivalent to the UGC Refresher course.
- Across the states hardly any student underwent Orientation on NSS which should be compulsorily given to them after joining NSS.
- Maximum number of the sample PO's underwent the NSS Orientation course, very few underwent refresher courses.
- The content of training for maximum number of students and PO's was NSS Orientation Course.
- The most popular methodology employed for training were talks and group discussion both in the case of students and PO's. This was followed by Posters, PPT/OHP & film shows.
- In maximum number of trainings attended by the students, resource persons were in the range of 3-5. For PO's the maximum number of trainings had more than 11 resource persons.
- The number of participants in the maximum number of trainings attended by the students and PO's was in the range of 26-50.
- The maximum number of respondents felt that the NSS OC & RC should be made equivalent to the UGC Refresher course mainly because this would motivate the PO's, enhance their self esteem and would give value to their time invested in training.

- Various NSS Stake holders including Principals, Regional Centre heads, and TOC/TORC employees were involved in the evaluation of work done by the PO's. Out of these it is the TOC's/TORC's which is involved in this work in a big way. The mechanism used for the evaluation includes feedback and supervision.
- Most of the NSS stake holders like Principals, Regional centre heads, SLO's and TOC/TORC employees felt the need for conducting specific certificate/ diploma course for the NSS Programme officers.
- While most of the RC's, SLO's and TOC/TORC's felt the need for conducting additional training programmes for the NSS PO's. Very few principals and VC's felt the same.
- While majority of the RC's, SLO's, Coordinators and Ex- NSS Officers felt that the additional trainings are required for the PO's besides the RC's and OC's. Some of the principals, NSS coordinators and Ex- NSS officers felt that the OC& RC's are good and useful and should be continued.
- Inorder to improve the trainings, suggestions ranged from improving the quality of resource persons, to increasing the number of trainings to proper planning of the programmes. This includes conducting it at a point of time when maximum Programme officers can participate.
- Some Principals of colleges and most VC's of Universities and coordinators felt the need for organizing specific training programmes for officials of their levels. These should be organized in themes like Administrative & Finance Maintaining, Information of NSS, Issues concerning NSS, Social Problems, technical training in social work etc.
- The major constraints which prevents the TOC's/ TORC's from delivering good quality trainings are financial constraints, infrastructural problems like unavailability of training halls and accommodation, lack of competent resource persons, lack of cooperation from higher officials like the principals and SLO's.
- The grants to the TOC's/ TORC's don't reach on time from the Ministry. Many a times the delay is for several years at a stretch.
- Other constraint which prevents the TORC/TOC from delivering quality trainings are issues related to their staff which includes the policy of adhocism, lack of upward mobility, pension, PF medical benefits and other benefits for them.

Motivation

- Motivational incentives for students are present in the form of certificates, extra marks, weightage in admission to PG courses, jobs etc.
- Motivational incentives for the PO's and other officials are present in the form of awards, name and fame, networking avenues, out-of-pocket allowance etc.
- Majority of students joined NSS out of self motivation which was driven by a desire to do social service. This is quiet contradictory to the findings emerging from qualitative data where in it was found that the students mostly join NSS for the sake of certificates and marks and are not motivated to join NSS out of a desire to do social service.
- Majority of PO's joined NSS as they were forced by the principals to do the same, they were not motivated on their own.
- The NSS Officials of the higher order like the Programme coordinators, RC heads, TOC/TORC official, Ex-NSS officer joined NSS out of a desire to do social service which emerges out of self motivation.
- Most students reported of continuing in NSS for the sake of doing social service. Some also reported of other reasons like name, fame; networking avenues; certificates etc.
- Social service was the most important reason that was listed by the NSS officials including PO's, Regional centre heads, Coordinators and TOC/TORC officials to continue in NSS. The other most popular reasons cited to continue in NSS included name, fame & networking avenues.
- While the maximum number of students, PO's and Coordinators were happy with the existing incentives of NSS, RC's and principals were not. This is mainly because all the existing incentives in NSS caters only to the students, PO's and Coordinators. The RC's & Principals don't have any direct benefit out of NSS, mainly in terms of awards.
- Additional incentives as demanded by the various categories of NSS Stake holders were Reservation in Higher Education, jobs and increased financial allocations for NSS. Some others also demanded for motivation in terms of freedom.