CHAPTER-I

INTRODUCTION

"Supreme value of youth period is incalculable and indescribable. Youth life is the most precious life. Youth is the best time. The way in which you utilize this period will decide the nature of coming years that lie ahead of you. Your happiness, your success, your honor and your good name all depend upon the way in which you live now, in this present period. Remember this. This wonderful period of the first state of your life is related to you as the soft wet clay in the hands of the potter. Skillfully the potter gives it the right and correct shapes and forms, which he intends to give. Even so, you can wisely mould your life, your character, your physical health and strength, in short your entire nature in any way in which you make up your mind to do. And you must do this now." [1]

-Swami Vivekananda

Very rightly said by swami Vivekananda that an important phase of life is youth age, your future depends largely upon how you utilize this period of life. Government of India understands the importance of molding the youth and to empower them from time to time. Many initiatives have been initiated and implemented by the government. A separate ministry i.e. Ministry of Youth Affairs and Sports have been functioning for the identification of needs for youth, to develop youth policies and to formulate and implement programmes for youth development. The development programmes are designed to focus on physical, social, skill and intellectual development of youth.

By the Ministry of Youth Affairs and Sports under Department of youth affairs more than 11 different programmes are implemented by the government which includes National Youth Policy, Nehru Yuva Kendra Sangathan (NYKS), National Service Scheme (NSS), Rajiv Gandhi National Institute of Youth Development (RGNIYD), National Youth Corps (NYCs), National Programme for Youth and Adolescent Development (NPYAD), International Cooperation (IC), Youth Hostels, Scouting and Guiding Scheme etc…

The National Service Scheme is one of the largest youth development programme in India. The scheme propagates the purpose 'Education through Service' the scheme was initiated, wherein the youth volunteers participate in the community work during regular activities and special camping programmes which in turn develop their personality, character, leadership and other skills.

NSS was launched in 1969 in 37 Universities involving about 40,000 volunteers. Today, NSS has about 33 lakh volunteers on its rolls spread over 336 Universities, 15,908 Colleges/ Technical Institutions and 11,809 Senior Secondary Schools. Since its inception, over 4.25 crore students have benefited from NSS.[2]

This research is an effort to study and analyze the impact of the intervention of National Service Scheme (NSS) for youth development. The basic aim of this research is to critically analyze various programmes and activities implemented under NSS in different universities and its impact on volunteers. It also studies NSS as perceived by Programme Officers. The study suggests changes for improvement of NSS which include result oriented implications.

National Service Scheme deals particularly with youth and the philosophy of the scheme is based on youth development through volunteerism and community service. It is needed discuss various terms relating to youth. Thus, this chapter tries to conceptualize the terms concerning youth, youth development and youth volunteerism. Information on the programmes and initiatives undertaken by the government for youth development are explored and explained.

1.1. YOUTH

Youth is the age of changes both physical and psychological. It should be taken care that the energies of youth are channelized into right way. When it is channelized positively it contributes a lot to the national development. Youth have full potential and to develop, they need opportunities. At the same time they are also needed to equip with knowledge, attitude and skills. These competencies enable youth to become socially useful. It is essential that youth should be considered as a community resource and it should be harnessed for social development. At large it leads to the national development.

Generally 'youth' is seen as a problem: young people are beset by predominantly negative images, are seen as either source of trouble or in trouble. In bringing together this collection one of our main goals has been to challenge this 'problematizing' perspective on youth. We perceive a need to rethink youth in terms of acknowledging and respecting the many positive contributions young people can and do make to their communities and how adults can provide young people with both effective support and positive criticism. As stated earlier youth is the age where number of changes takes place, this age is also considered as a problem age if the youth energy is not channelized properly, youth may face trouble or they may create trouble for society too.

Therefore, Young people need special attention as they have immense potential for the good or ill of the nation. They need attention 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 the society which becomes imperative.

Every third person in an Indian city today is a youth. By 2020, the median individual in India will be 29 years, making it the youngest country in the world with 60 per cent of its population in the working age group. (The Hindu, India is set to become the youngest country by 2020, Girija Shivakumar April 17, 2013)

The following table indicates the presence of youth in major countries of Asia. It is visible that India seems to be a young country in terms of youth population in coming decades.

1.1. Percentage Share of Population in the age group 15 to 34 years, 1970-2020. Major Countries of Asia

Country	1970	1980	1990	2000	2010*	2020*
Indonesia	32.02	33.06	36.31	37.38	34.85	31.94
Malaysia	31.87	36.03	35.98	34.39	34.19	33.37
China	31.34	35.11	38.40	35.03	30.60	27.58
India	**31.79**	**33.34**	**34.70**	**34.43**	**34.73**	**34.00**
Pakistan	31.18	32.24	32.33	33.25	36.84	36.01
Japan	35.81	30.82	28.13	27.42	22.48	19.61
Bangladesh	30.91	33.57	35.40	35.96	36.28	35.00
Philippines	32.70	32.70	35.29	35.71	36.45	35.41
Thailand	31.77	35.90	39.07	34.66	31.95	28.63
Vietnam	26.97	32.68	36.12	36.82	37.65	33.35
Asia	**31.65**	**34.02**	**36.02**	**34.78**	**33.35**	**31.38**

Source: World Population Prospects: The 2004 revision Population Database, United Nations Population Division. * Projected population.

1.2. CONCEPTUALISATION-YOUTH

The UN, for statistical consistency across the regions, defines 'youth', as those persons between the ages of 15 and 24 years, without prejudice to other definitions by Member States. All UN statistics on youth are based on this definition, as illustrated by the annual yearbooks of statistics published by the United Nations system on demography, education, employment and health.[3]

Here the term Youth describes a series of characteristic in respect to persons belonging to age group between 15-24 years of a given population. The term youth is deceptive. The term youth is also considered as a stage that is characterized by factors of biological nature i.e. biophysical changes. These changes occur in the in the transitional stage between childhood and adulthood, when we talk it in terms of age it falls between 15 and 24 years of age group.

As discussed earlier the period between adolescence and middle age is considered as youth. Age continues to constitute the determining characteristics in the definition of Youth by various agencies.

Youth is a time of search for meaning, for belonging and for achievement. It can be considered as a key stage of intense discovery of own self and of one's qualities and capacities. It is a point when youth make decision about one's career, one's partner, and one's direction in life. Youth is a phase for accepting, rejecting or reshaping one's values and beliefs, and one's stance towards status and authority. Youth has a tremendous potential that can be harnessed to bring about a creative transformation or enormous destruction.

Youth is a vital transition period from childhood to adulthood, from dependence to interdependence, from being protected to being protective. It is also a time of curiosity, learning and experimenting, when special skills are acquired and mature habits are formed. As we have already discussed earlier, youth is also a stage of important physical and psychological changes as well as of the evolution of the being or he individual.

Youth has always been the major concern of every society; therefore, empowering the youth for the betterment of the society is one of the most vital challenges for any country.

Youth have been defined by many learned persons differently. But none has agreed on a single definition of youth.

(Singh, R, D. 1987) notes the definition of Hollinshed, says "Sociologically adolescence is the period in life of person when the society in which he functions ceases to regard him as a child and does not accord to him full adult status, role and functions. In other terms of behavior, it is defined by the roles the person is expected to play, is allowed to play, is forced to play, or prohibited from playing by virtue of his status in society."[4]

(Matin, 1995) says when we refer to youth; we have in mind an age-group, usually between 15 and 30 years. The age-group we are considering is one with full of physical energy and enthusiasm which needs outlets. If this is not channelized into creative and constructive roles, it is very likely that this energy and enthusiasm may be diverted towards undesirable ways.[5]

Youth is a critical stage in life, full of challenges, confusions and insecurities. It is a phase that acts as a bridge between childhood and adulthood. It is change-oriented, and a questioning phase and includes concepts like identity, role and dynamism. A report of the survey on the attitude of youth and their values to which they remain attached reveals that while the biological aspects of the problems of youth have received a certain amount of attention in many areas of research, the social aspects have not been given the attention due to them and in this age which has been marked by crisis of conscience their study has assumed new significance and has been marked by crisis of conscience their study has assumed new significance and importance. The growing behavior pattern of youth reflects the interactions of organism and environments. Therefore, any study relating to this does reveal certain relationships that exist between the behaviour of youth and the values to which they remain attached.

(Naidu, 1983) quotes that the world is increasingly and rightly so, seeing young people as an asset rather than a problem. They are receptive to new thinking. They are willing to innovate. It is therefore, of overriding importance to erect structures within which the resources of the young can be marshaled for developmental tasks in the increase in crops, in introducing new crops, in the establishment of co-operatives, in terms of educating the masses, in the area of population control, in the delivery of health care services, in the introduction of intermediate technology and in all the broad activities of social change and development.[6]

According to Matin (1995) sociological analysis of youth is very important and so he suggests the total population of any society to be tentatively conceptualized into following four categories. 1. Pre-Youth, 2. Youth, 3. Middle Aged, 4. Old Aged person. Needless to say, these categories are examples of natural inequalities like gender categories of male and female.[7]

1.3. YOUTH POPULATION IN INDIA

As discussed earlier the Youth is seen as the most dynamic segment of the population. In the case of India age group of 15-29 years comprise 27.5% of the total population. It is also necessary to mention that India is expected to become the 4th largest economy by 2025, India as a nation will contribute about 5.5% - 6% to the

world GDP. This will be the fourth nation after the United States, China and Japan. When we talk of the countries like US, China and Japan they will be facing the problem of an ageing workforce, India will have favorable youth population. The estimates indicate that by 2020, the median age of Indian population would be 28 years only as against 38 years for US, 42 years for China and 48 years for Japan. Thus this 'demographic dividend' will offer a great opportunity.

One important concept in understanding Youth in totality is Youth population. (Matin, 1995) reveals that the size of Indian youth is substantially large. Indian society is already undergoing transformation. The definition of youth in terms of age-group is not a very water-tight- compartmentalization. However, the working definition for the purpose of using and interpreting available statistical data meaningfully is 15 to 34 years. We are stuck by the fact that the size of the Indian youth is more than the total population of any individual industrialized country today, excepting the USA. The population of youth in India was 117.940 million in the year 1951. It constituted 33.05% of the total population. In 1971, youth population of India was 196.282 million. It constituted 35.82% of the total population. According to my estimation, the total youth population of in India in 1991 is 291.981 million constituting 34.60% of the total population. By the year 2000 AD., India may have 358.208 millions youth. We can see the tremendous rise in the population of youth in India.[8]

If we compare the population of today's Indian youth with the total population of the developed countries, we will find that the population of Indian youth alone is more than the total population of any single country. According to the Census of India 2001, the total population of India was 1,028.61 million. The population of India is expected to increase from 1029 million to 1400 million during the period 2001-2026 i.e an increase of 36 percent in 25 years. This will increase at the rate of 1.2 percent annually. The youth population between the age of 15-24 years is expected to increase from 195 million to 240 million between 2001-2011 and then it will continue to decrease to 224 million in 2026.

According to census of India, 2011 19.15% of the total population falls in the age group of 15-24 years. In the age group of 15-19 years 9.95% and 20-24 years 9.20%.

1.3. Population of Youth (15-24 Years)

Country	Population (Million)	Youth Population (15-24yrs)	Proportion of Youth (%)
China	1358.8	242.2	17.8
India	**1205.6**	**229.0**	**19.0**
USA	312.2	43.9	14.1
Indonesia	240.6	40.5	16.8
Brazil	195.2	33.6	17.2
Pakistan	173.1	37.2	21.5

(World Population Prospects – The 2012 Revision, UN 2013)

1.4. YOUTH DEVELOPMENT

The term Youth Development has been described in many ways. (Pittman, 1993, p.8) 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."[9]

The above definition describes youth development as a process wherein young people go through on the way to adulthood. The age is described as an attempt meeth the basic needs of the youth and they expect to feel safe, to be cared and be valued. They also try to build up the basic competencies to live happy in the society.

The presence of youth in the population of India requires special attention in terms of development. This development includes physical, psychological and spiritual. The Government of India along with the support of the Non-Govt. institutions has been putting efforts for the youth development.

1.5. YOUTH VOLUNTEERISM

It is widely accepted and the evidence shows that volunteering, if properly managed and supported can bring about social integration, social change and community harmony. Youniss and Yates (1997) pointed out that when young people are able to participate in and reflect on voluntary activities within their communities they develop a sense of responsibility for the well-being of that community. "When participation is encouraged by respected adults, youth begin to reflect on political and moral ideologies ... It is this process of reflection, which takes place publicly with peers and adults as well as privately, that allows youth to construct identities that are integrated with ideological stances and political-moral outlooks"[10]

When we look into volunteerism from the Indian perspective, it is practiced in every Indian home, and spirit of volunteerism runs through every social custom including birth or death.

According to Clary, Snyder, and Stukas (1998) there are six functional motivations for volunteering for community service. These can be measured with the Volunteer Functions Inventory (VFI) developed by them. These include Values Expression, Career, Understanding, Ego Enhancement, Ego Protective and Social Functions.[11]

1.6. SOCIAL INTEGRATION AND YOUTH

The process of social integration is specifically important for young people who need to experience a sense of belonging and responsibility to become productive citizens and participants in society. Social integration connects youth potential and creativity, which is important to meet societal objectives such as the Millennium Development Goals (MDGs).

1.7. YOUTH AS PARTICIPANTS IN SOCIAL CHANGE AND DEVELOPMENT

Youth is known to be playing an important yet challenging role in the development of the society. In this context, Mehta (1971) says that needs are closely related to the hermetic traits of interests and attitudes which are dependent on social transition and change to a large extent. In all countries it is the youth who are more radically influenced by social changes. The values and beliefs of old people are set unlike those of youngsters whose ideals are in the state of formation. Coupled with this, the questioning attitude fostered by education and the corrosive effect of education on conservatism make young people more liberal in their attitudes.[12]

Generally youth face contradictory situations. On one hand they are frequently reminded, by the elders, social leaders etc., of their enormous responsibilities, potentialities and their right to eventual succession, on the other they face the reality in which their voices are not given weightage or consideration. They are often told to channel their curiosity and enquiry along some approved direction and are exhorted not to exceed certain limits. But quite often, youth witness that their leaders do not observe similar restraint themselves. In such a situation, it is not surprising that for most youth, it is a bewildering experience.

Performance of elders does not necessarily illuminate their sense of identity; on the contrary, they raise feelings of disquiet and a host of unresolved questions. The situation has happened due to several reasons. One of them is that elders take youth for granted and there is a tendency among them to project their own experiences of youth hood to the new generation even though the times might have changed and the pace of social change quickened. The confrontation between old and new experiences can, and often does lead to unhappy experiences for both. The former may perceive the youth as impatient and over demanding, while the latter may perceive the old to be obstinate, unresponsive and reluctant to accept changing "realities." Sinha (1979) in his study on the young and old found that there is ambiguity of role-models and values in the case of Indian youth.

Youth, when confronted with a socio-moral dilemma, displayed considerable hesitation in judging it either as proper or improper, and preferred to suspend the judgment. Sinha (1962) found that young did not accept the members of older

generation as their model, hence there was, by and large, an absence of, what may be called, normative models for the youth. He had also found that the elders who could constitute the role-models for the young were themselves often perceived as presenting an ambiguous facade.

It is argued by the author while the elders of to-day when they were young could easily identify and find role-models among their older generation of that time; it is no longer the case with the contemporary youth in India. May be this is due to value contradictions which may have occurred over a time (Sinha, 1962). For the sake of analysis one could classify the role of youth in social change and development under three broad categories, viz., catalytic, rehabilitative and maintenance role (Seah Chee Meow, 1980).

The above three categories of involving youth in nation need not be considered as separate from each other. There may be youth groups which would assume different roles at different times. They may set order of priorities of their involvement according to their perception of needs of the country and the resources available to them. The catalytic refers to the active and direct involvement of youth in social development wherein they tend to be active determinants of priorities of social development. Community-directed programmes, mobilization of support, and active participation as pressure groups on the government may be some of the activities. For example, both young men and women actively participated in India's freedom movement.

In post-independent India youth groups have been involved in social transformation and other developmental activities. There are several voluntary youth groups which are working as catalysts in the society. The involvement of youth in Gujarat movement in 1974 and Bihar movement in 1975 are some of the examples. There are other youth groups which are formed to bring change in the e society and they are actively engaged in economic, social and political processes of change. Some of these groups and their role in development have been described by Krishnan (1980) .

However, the full account and exhaustive directory of voluntary youth groups working in the field is yet to be documented. At the government level one such attempt has been made to involve non-student and normal youth by opening nation-

wide, Nehru Yuvak Kendras. The second role, rehabilitative, refers to the attempts by youth to rectify existing or generated social ills in the country. Among the programmes aimed at reducing social deviance in the society such as school drop-out and juvenile delinquency could be included. The youth could similarly be involved in programmes aimed at assisting the aged, disabled and victims of natural and environmental calamities. Youth organizations working in the field of social service represent the efforts of the voluntary sector. A large of such organization are mobilizing youth energies for constructive activities and community work. They operate at different levels and represent a variety of interests and groups.

The specific attempts of the youth involvement in such activities have been made by the government through National Service Volunteer Scheme (NSVS) and National Service Scheme (NSS) and other allied programmes. As regards to the voluntary groups, they are in large number and work locally as well as on national scale. The third category is the maintenance role which refers to the activities of youth mainly to the forming of specific groups which support the existing social order. Among the activities that could come under this classification are for example participation m police cadets, armed and para-military services, boys and girls scouts, civil defense, etc. Government schemes in the country, like National Cadet Corps (NCC) comes under this category.

As, Mahapatra indicated, progress in a country of India's size and diversity depends on the participation and full involvement of all sections of people. It is also an acceptance of the fact that to ensure the accelerated growth, great social justice and modern self-reliant economy, its youth resources must be marshaled properly. For this purpose they must be exposed to the social realities and the pressing problems that our country is confronted with for being and becoming active partners in national progress and development. They should be made aware of the different plans and programmes both at the micro and macro level for deriving and entailing maximum benefit out of them. This awareness and consciousness may help the youth to steer between the Scylla of utopism and the charybdis of despair.[13]

According to the report on Youth in 1980's the role of youth in development is closely linked to the part it can play in the quest for peace, freedom and justice, and if it was acknowledge that development is a *sine qua* non of peace. What, he asked,

is the situation today and what can be learned from the recent past? The fact has to be faced that many developing countries have been unable to reduce inequalities, slow down the process of rural depopulation or meet the most elementary economic and social needs of very broad strata of the population. That does not mean that the work of international organizations or university research centres can be dismissed as negligible, but there is no denying that it has been so much more theoretical than practical that development strategies still have to be established. Judging from past experience, one might even speak of reorienting development in the light of new questions: for instance, how can the people's participation in development be encouraged? Must there necessarily exist a correlation between productivity and a policy of full employment, and does the fact of trying to promote the former necessarily mean sacrificing that latter and vice-versa.

1.8. YOUTH AND NATIONAL DEVELOPMENT

Since ancient times the participation of youth is seen in our country in terms of National and Social Development. As Simhadri (1989) says the emergence of youth as a major force in national movement in various parts of the world is a significant phenomenon of the twentieth century. The end of the First World War witnessed the rise of the youth movement in different parts of the world. This phenomenon along with similar other movements, strengthened the sinews of democracy in Europe and elsewhere. In India, a large number of young men and women were actively involved in the freedom struggle under Gandhijis leadership.[14]

The process of socialization needs to be modified so that youth many not be subjected to the job phobia. This will save youth from falling into psychological complexes and will enable them to build their career on the basis of their own initiative and self-determination social work can play a great role in creating self-determination in the youth by using the common base of social work practiced Political leadership especially of the ruling party will continue to be more responsible for our social and economic development through a set of policies and legislation. Political youth leadership therefore is to be prepared for this important task of social and economic reconstruction of our country. Youth leaders are not involved in policy formulation of parties therefore have no opportunity to participate in the decision making process of their respective parties. It is formed that those

belonging to political youth organizations were mainly responsible for strengthening the party base at different levels by propagating party ideals and enrolling new members.

The vast sources of youth personnel are being used solely for party purposes if our political youth leaders continue to tow in grooming which they are receiving now it is unlikely that they will develop attitudes and values which are urgently needed for the gigantic task of national reconstruction.

There is need that youth leaders should work out a new struggle and approach in their work and coordination in the work of youth organizations is needed. Their desire for bringing about changes in political, social and educational systems should be reflected in the activities planned by them. (Agochiya, D; 1978). He further says that the youth are to be provided with necessary opportunities and forums through which they can play an effective role. There is a need to mobilize them through youth groups/organizations. The youth leadership therefore has to play a very important role. They have to bring the youth power together and provide necessary direction and guidance so that this can be channelized and translated into meaningful activities.[15]

1.9. YOUTH DEVELOPMENT IN INDIA

The government of India, 'State governments and other non-official agencies are aware of the potentialities of the youth. They are engaged in directing their energy, and resources to the development of the youth. As a matter of fact, governments all over the world are concerned about the provisions of necessary facilities for the development of the youth as the future of every nation depends upon the well-being of this important segment of society. The development programmes for Youth are discussed below.

1.10. YOUTH DEVELOPMENT INITIATIVES BY GOVERNMENT

As mentioned in earlier part of this chapter Government of India has been putting efforts for youth development through many programmes. These programmes are implemented by Ministry of Youth Affairs and Sports. Two main departments i.e. Department of Youth affairs and the Department of Sports are taking care of these

programmes. The historical development, setup and functions of the Ministry of Youth Affairs and Sports and both the Departments are given below. Brief of different schemes and programmes is also discussed in the lateral part.

1.11. HISTORICAL DEVELOPMENT OF YOUTH PROGRAMMES IN INDIA

The year 1960 was remarkable in terms of a new awareness of the importance of youth. In the west, young people had begun to revolt and echoes of these had begun to be heard in India also. The Government of India realized the importance of the growing urban youth conflict and set up a National Advisory Board on Youth in 1969. The Ministry of Education was redesigned as Ministry of Education and Youth Services. State Youth Advisory Boards and Directorates of Youth Welfare were established by various states of the nation. The Government of India finally welcomed the Deshmukh Committee Report and established the National Service Scheme (NSS) for university students. It was proposed to as compulsory one year service but the scheme was designed and implemented in other way, it was made an optional programme for volunteers. The Scheme seeks the voluntary participation of students in social service and national development activities. The National Advisory Board had a very short span. It met only once after its inauguration. The government continued to show sensitivity towards the needs of youth development and gradually started many new programmes for youth.

1.12. MINISTRY OF YOUTH AFAIRS AND SPORTS

The Department of Sports was established in the year 1982. In 1985 the ministry was expanded as the Department of Youth Affairs and Sports during the celebration of the International Youth Year. Again in the year 2000 the department was upgraded as to a full-fledged Ministry and named Ministry of Youth Affairs and Sports.

The Ministry is headed by a Cabinet Minister. The minister is assisted by a Minister of State, who is responsible to the Parliament and assisted by a Secretariat consisting of one secretary, two Joint Secretaries and three Directors and four Deputy Secretaries, one Programme Adviser for- under-secretaries and one Principal Private Secretary.

15

1.12.1. FUNCTIONS OF MINISTRY OF YOUTH AFFAIRS AND SPORTS

There are two separate departments of the ministry namely, Department of Youth Affairs and Department of Sports. Following are the brief information of the programmes supervised by both the departments.

1.13. DEPARTMENT OF YOUTH AFFAIRS

The Department of Youth Affairs deals with following programmes;

1.13.1. NEHRU YUVA KENDRA SANGATHAN

Nehru Yuva Kendras were established in the year 1972. The objective of NYKS is to provide rural youth avenues to take part in the process of nation building as well provide opportunities for the development of their personality and skills. Nehru Yuva Kendra Sangathan (NYKS) is an autonomous organization since the year 1987-88, under the Government of India. Ministry of Youth Affairs and Sports supervise the working of NYKS.

1.13.2. RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT

The Rajiv Gandhi National Institute of Youth Development (RGNIYD), Sriperumbudur, Tamil Nadu, is an Institute of National Importance by an Act of Parliament No. 35/2012 under the Ministry of Youth Affairs & Sports, Government of India. The RGNIYD was set up in 1993 under the Societies Registration Act.

The RGNIYD act as a vital resource Centre which offers academic programmes at Post Graduate level which covers various aspects of youth development. It is also engaged in in seminal research in the areas of youth development and coordinates Training Programmes for state agencies and the officials of youth organization.

1.13.3. NATIONAL PROGRAMME FOR YOUTH AND ADOLESCENT DEVELOPMENT

National Programme for Youth and Adolescent Development (NPYAD) is an "Umbrella Scheme". Under this scheme financial assistance is provided to Government and non-Government organizations to take up activities   and

programmes for youth and adolescent development. The Scheme is implemented since 1st April, 2008.

1.13.4. NATIONAL YOUTH CORPS

In the financial year 2010-11 the Government launched a new Scheme "National Youth Corps". The main objective of the scheme is to tap the potential of the youth and channeling their energy towards nation building. As per the Scheme guidelines, the volunteers involved under the Scheme are to be engaged in the existing Schemes of the Ministry and Nehru Yuva Kendra Sangathan (NYKS) and collaborative programmes with other Ministries or Departments of the Government of India.

1.13.5. COMMONWEALTH YOUTH PROGRAMME

The Asia Centre of the Commonwealth Youth Programme (CYP) was initiated in 1975 as the Asia Pacific Centre. At present the head office of the centre is in Chandigarh, India. It is one of four regional offices of the Youth Affairs Division, Commonwealth Secretariat. CYP promotes the participation of young in the development process. T also promotes social transformation and values their full involvement at all levels of decision-making.

1.13.6. UNITED NATIONS VOLUNTEERS

United Nations Volunteers (UNV) is the nodal UN agency that promotes to peace and development worldwide through volunteerism. UNV believes in 'Volunteerism for Development'. UNV is inspired by the belief that volunteerism can transform the pace and nature of development.

1.13.7. YOUTH FESTIVAL

Youth Festivals are organized every year at the district and state levels. The objective of the Festival is to provide an opportunity to the youth to exhibit their skills and talents in the field of culture, literary and other activities on a common platform and to promote integration and communal harmony among youth belonging to different communities. The winners in various items of competition in the State festival are selected for participation in the National Youth Festival organized by the Ministry of Youth Affairs & Sports, Government of India every year.

The department also offers various other programmes for the development of youth, they are indicated below;

1.13.8. WORK CAMPS OF YOUTH

1.13.9. NATIONAL YOUTH FESTIVAL

1.13.10. BHARAT SCOUTS AND GUIDES

1.13.11. YOUTH HOSTELS

1.13.12. NATIONAL YOUTH AWARDS

1.13.13. TENZING NORGAY NATIONAL ADVENTURE AWARDS

1.14. FUNCTIONS OF DEPARTMENT OF SPORTS

The another department of Ministry i.e. Department of Sports deals with following programmes;

1.14.1. SPORTS POLICY

1.14.2. SPORTS & GAMES

1.14.3. NATIONAL WELFARE FUND FOR SPORTSPERSONS

1.14.4. NETAJI SUBHAS NATIONAL INSTITUTE OF SPORTS

1.14.5. SPORTS AUTHORITY OF INDIA (SAI)

1.14.6. NATIONAL SPORTS AWARDS

1.15. NATIONAL YOUTH POLICY:

One of the important functions of the Ministry of Youth Affairs and Sports is the National Youth Policy. It 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 involves 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. 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 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.

Modifications in National Youth Policy have been undertaken time to time based on the needs. The latest Youth Policy available is the National Youth Policy 2014

1.15.1. NATIONAL YOUTH POLICY, 2014

The vision of NYP-2014 is to empower youth to achieve their full potential, and through them enable India to find its rightful place in the community of nations. For achieving this vision, the Policy identifies five well-defined objectives and 11 priority areas and suggests policy interventions in each priority area. The priority areas are education, skill development and employment, entrepreneurship, health and healthy lifestyle, sports, promotion of social values, community engagement, participation in politics and governance, youth engagement, inclusion and social justice.

1.16. NATIONAL SERVICE SCHEME

The overall aim of National Service Scheme as envisaged earlier, is to give an extension dimension to the higher education system through orientation to the students wherein they render community service. Here students are given an opportunity to work with the community where they understand the community problems. They relate themselves to the community and the society in which they live. Through this practice youth develop a sense of civic responsibility.

1.16.1. HISTORY AND GROWTH OF NSS:

The National Service Scheme, popularly known as the NSS, 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 had worked on the idea of engaging youth in community service. Number of committees and experts were given task to design an appropriate student oriented programme. The University Grants Commission, chaired by S. Radhakrishnan, recommended that national service for the students in the academic institutions has to be introduced. The C.D Deshmukh Committee in the year 1959 recommended compulsory national service for all students. It was recommended that youth should involve themselves for national service for a period between nine months to one year. National service in various countries was studied by K.G. Saiyadin in 1960. The Education Commission headed by D.S. Kothari was appointed in 1964. Its recommendation was that students at all

stages should be associated with some kinds of social service. With certain changes the recommendations were accepted and in 1969 the NSS was started in 37 universities.

The key philosophy of NSS is volunteerism. Students involve themselves with the community as volunteers to understand the community problems and they serve the community with varied programmes for the community upliftment. The student volunteers render their 120 hours of service as regular activities and a seven days special camp is organized in the adopted community.

Theme based activities are also carried by NSS volunteers and they also render their voluntary services during the natural calamities. Since its inception NSS has contributed a lot in terms of its services to the community.

1.16.2. EXPANSION

Since its inception NSS programme have expanded both quantitatively and qualitatively. A review committee was set up by the Government of India in August, 1984. It was recommended by the committee that the NSS programme has great potential and thus it should be expanded further to achieve good results. The committee has also recommended that the NSS Programems should be expanded every year at the rate of 10 percent. The recommendations of the committee were accepted by the government and it has been expanding all over the nation.
Recently, the scheme has been extended to form an open unit, involving ex-NSS volunteers, and persons having an aptitude for social work.

1.16.3. NSS AT + 2 STAGE

In 1985 NSS was introduced on an experimental basis at +2 stage in states of Karnataka, Kerala, Tamil Nadu, Goa, Gujarat, West Bengal and Union Territory of Daman and Diu. Later on it was extended to other states.

1.16.4. OBJECTIVES OF NSS:

The objectives of National Service Scheme (NSS) are:

- To understand the community in which volunteers work for;
- To understand themselves in relation to their community;
- To identify the needs and problems of the community and to involve volunteers in problem-solving;
- To develop among volunteers a sense of social and civic responsibility;
- To utilize volunteers knowledge in finding practical solutions to individual and community problems;
- To develop competence required for group-living and sharing of responsibilities;
- To gain skills in mobilizing community participation;
- To acquire leadership qualities and democratic attitudes;
- To develop capacity to meet emergencies and natural disasters;
- To practice national integration and social harmony.

1.16.5. THRUST AREAS OF NSS

- Social harmony and national integration.
- Functional literacy.
- Environment enrichment.
- HIV/AIDS
- Life skill education.
- Women development and gender justice.
- Disaster Management
- Adolescent Health & Development

1.16.6. THE MOTTO

The motto of the National Service Scheme is: *'NOT ME BUT YOU'*. This reflects the essence of democratic living and advocates the need for selfless service and appreciation of the other person's point of view and also to show consideration for fellow human beings.

1.16.7. CLASSIFICATION OF NSS PROGRAMME

NSS activities have been divided in two categories. These are regular NSS activities and special camping programme

a. Regular NSS Activities: Students undertake different community oriented programmes in the adopted villages, college, school campuses and urban slums as a part of regular activities. These activities are organized during weekends or after college hours.

b. Special Camping Programme: During an academic year, a special camp of seven days is organized in adopted villages or urban slums. These camps are organized during vacations. Specific projects are carried by the volunteers by involving local communities.

1.16.8. NSS REGULAR ACTIVITIES:

As stated above, the NSS volunteers organize different actitities in the adopted community. The duration of these activities is 120 hours. Few of the broad areas of these activities are;

- **(i)** **Orientation of NSS volunteers**
- **(ii)** **Campus Work**
- **(iii)** **Projects**
    - a. **Institutional work**
    - b. **Rural Project**
    - c. **Urban Projects**
- **(iv)** **Services during Natural calamities & National Emergencies**
- **(v)** **National Days and Celebrations**

1.16.9. SPECIAL CAMPING PROGRAMME

Special campings are organized generally on various developmental issues of national importance. In the past the themes of the Special Camping Programmes have been 'Youth Against Famine', 'Youth Against Dirt and Disease', 'Youth for Rural Reconstruction', 'Youth for Eco-Development' and 'Youth for Mass Literacy', 'Youth for National Integration & Social Harmony', 'Youth for Sustainable

Development with special focus on Watershed Management and Wasteland Development etc...

1.16.10. FUNDING PATTERN

Union and State Governments jointly fund this programme at the ratio of 7:5 in all States except North East Region, Sikkim and Hilly Terrains where the ratio is 3:1. In J&K and all the Union Territories, Kendriya Vidyalayas and Navodaya Vidyalayas the programme is fully funded by the Government of India. As per the existing norms of the scheme expenditure of Rs. 160/- per volunteer per annum for Regular Activities and Rs. 300/- per volunteer per annum for Special Camping Programme is admissible for the states in rest of India. For North Eastern (NE) States including Sikkim, Himachal Pradesh and other hilly areas notified by the Planning Commission the present unit cost norms are Rs.200/- and Rs.400/- respectively.

1.16.11. INDIRA GANDHI NSS AWARDS

In 1993-94, during the Silver Jubilee year of NSS, the IGNSS Awards were instituted to give recognition to selfless service rendered by the NSS volunteers, Programme Officers and the Programme Coordinators. This award is conferred to –

- (i)   Best University (Programme Coordinator),
- (ii)   6 best Programme Officers and 6 units and
- (iii)   16 Best NSS volunteers.

1.16.12. TRAINING

To train and equip the NSS Programme Officers with the modern skills of social development, 5 Training Orientation and Research Centres (TORCs) and 13 Training and Orientation Centres (TOCs) are working in the country. The training centres are funded by the government of India.

1.16.13. COMPONENTS OF NATIONAL SERVICE SCHEME.

1.16.13.1. NSS PROGRAMME OFFICER

One of the members of a teaching faculty is assigned the role of a Programme Officer. Programme Officers provides necessary leadership to the NSS volunteers. The Programme Officers need to have the professional knowledge and skills to deal with people. He is the representative of the institute and has to know the needs and expectations of the aspirant volunteers. He acts as a role model for the volunteers as well as the community.

1.16.13.2. NSS VOLUNTEER

The main beneficiary of the NSS Programmes is the Volunteer. An youth Volunteer enroll him/her self to the NSS Programmes with a willingness to render voluntary service to the community. During this tenure and his/her involvement with the community volunteers plays a role of administrator, organizer and a leader. He/she gets an opportunity to work with and to serve the community to develop necessary skills.

1.16.13.3. COMMUNITY

The community is helpful to NSS volunteers in terms of providing direct knowledge of living conditions of masses to the NSS volunteers. Here volunteers get a chance to relate their life with the community. They understand the problems of the community and learns from the community.

1.16.14. ADMINISTRATIVE STRUCTURE OF NSS AT NATIONAL LEVEL

1.16.14.1. MINISTRY OF YOUTH AFFAIRS AND SPORTS, NEW DELHI AND NSS REGIONAL CENTRES

The Ministry of Youth Affairs and Sports is the nodal Ministry for NSS and has been given the administrative responsibility for the Policy Planning, Implementation and Evaluation of NSS programme.

National Service Scheme falls under the jurisdiction of Ministry of Youth Affairs and Sports, which is looked after by the Senior Officer of the rank of the Joint

Secretary as far as administration and implementation of the programme is concerned.

1.16.14.2. PROGRAMME ADVISER

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

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

1.16.14.3. PROGRAMME ADVISER'S CELL

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

1.16.14.4. NSS REGIONAL CENTRES.

The Ministry of Youth Affairs and Sports has set up NSS Regional Centres in the country to maintain liaison with the State Governments, Universities, +2 Councils and TOC/TORCs for the effective implementation of NSS Programme.

NSS Regional Centre (RC) which is a subordinate field office of the Ministry of Youth Affairs & Sports and depending upon the volunteers strength and size of the state, RC is either headed by a Deputy Programme Adviser or an Assistant Programme Adviser. The Deputy Programme Adviser/Assistant Programme Adviser belongs to Group-A grade of the Central Government Service.

Deputy Programme Adviser/Assistant Programme Adviser who heads the Regional Centre is given a core staff for his/her support.

1.16.15. ADMINISTRATIVE STRUCTURE OF NSS AT STATE LEVEL

1.16.15.1. STATE NSS CELL

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

1.16.15.2. FUNCTIONS OF THE STATE NSS CELL

The main functions of the State NSS Cell are :-

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

- Coordinating with development agencies and departments for NSS programme development in the state.

1.16.16. ADMINISTRATIVE STRUCTURE OF NSS AT UNIVERSITY LEVEL

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

1.16.16.1. NSS UNIVERSITY CELL

Every University have an NSS Cell to supervise and coordinate NSS Programme in Colleges affiliated to it.

The Universities having strength of more than 10000 NSS volunteers should have full time programme coordinators. The Universities having strength of less than 10000 NSS volunteers may have part time programme coordinators.

The cell function under the Vice-Chancellor, the Programme Coordinator, NSS will be in charge of the cell and the main executive functionary.

1.16.16.2. PROGRAMME COORDINATOR

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

1.16.16.3. TOCS/TORCS AND EVALUATING AGENCIES

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

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

1.16.17. ADMINISTRATIVE STRUCTURE OF NSS AT INSTITUTIONAL LEVEL

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

1.16.17.1. NSS UNIT

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

The strength of a unit will be 100 NSS volunteers normally. The strength of the NSS unit can be extended up to 120 volunteers in exceptional cases where second unit

cannot be raised due to constraints. It is always preferable that a separate unit is started instead of enrolling more NSS volunteers.

In exceptional cases where the total strength of students enrolled is very small, a smaller NSS unit can be started with the strength of 75 NSS volunteers.

1.16.17.2. PROGRAMME OFFICERS

One Programme Officer will be in charge of one unit only. Programme Officer will be responsible for the organization of NSS unit, implementation of NSS programme under the supervision and direction of Principal of the college or head of the institution.

The Programme Officer will be responsible to carry out the instructions issued by the Programme Coordinator of the University, NSS Regional Centre and State Liaison Officer for the implementation of NSS activities as per the NSS Manual, programme guidelines and administrative and policy directives.

1.16.17.3. PROGRAMME OFFICER –DUTIES AND FUNCTIONS

The Programme Officer is a key person to execute NSS programmes. Programme officer is the person who directly remains in touch with the student volunteers and the community. POs are expected to motivate student volunteers to understand the basic philosophy of NSS. Programme Officers help and support student volunteers to plan, execute and evaluate the NSS Programmes.

1.16.18. NSS SYMBOL

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

1.16.19. NSS BADGE

The symbol of NSS is embossed on the badge of NSS. During the programmes of community service NSS volunteers wear NSS badge. The NSS symbol indicates Konark wheel. In the symbol eight bars represent the 24 hours of the day. The symbol represents the ever rediness of the NSS volunteers to the community service. The red colour in the badge indicates that the NSS volunteers are full of blood i.e. lively, active, energetic and full of high spirit. The navy blue colour indicates the cosmos of which the NSS is a tiny part, ready to contribute its share for the welfare of the mankind.

1.16.20. NSS DAY

The celebration of NSS day was launched on the birth centenary of Mahatma Gandhiji i.e. on 24th September, 1969. Appropriate programmes and activities are organized on that day under the banner of NSS.

1.16.21. NSS SONG

NSS song was composed during Silver Jubilee Year the NSS. It is expected from all the volunteers that they learn NSS song. The Theme song is sung by the volunteers during the programmes and celebrations organized under NSS.

1.16.22. PERFORMANCE IN XITH PLAN

During 11th plan it was targeted to enroll 55 lakh student volunteers in NSS. Though the actual enrollment of NSS volunteers was 32 lakhs. The main constrains that found for the same were lack of finance and few of the states had least interest to expand NSS programmes in their states.

1.16.23. NSS ENROLLMENTS

The Physical targets &Achievements of NSS activities for 11th Plan are as given under:

Year	Enrolment		Special Camp		Adopted Village	
	Target	Achievement	Target	Achievement	Target	Achievement
2007-08	2665894	2612351	14902	18281	14694	22389
2008-09	3112752	3082744	18051	22112	18217	25308
2009-10	3128270	2987186	13737	32517	12951	21646
2010-11	3196846	3157503	22697	22545	22439	27129
2011-12	3196846	NA	22697	NA	22439	NA

Source- Report of the Working Group on Adolescents and Youth Development (Ministry of youth affairs and sports, October- 2011)

1.16.24. FINANCIAL TARGETS AND ACHIEVEMENTS DURING 11TH PLAN

During 11th Plan NSS was allocated INR 425 crores. The financial targets & Achievements of NSS activities for the years 2007-08, 2008-09, 2009-10, 2010-11 & 2011-12 are as given under:

Year	Plan	
	Allocation of Budget (Crore)	Expenditure incurred
2007-08	53.50	50.89
2008-09	62.99	55.79
2009-10	95.00	65.69
2010-11	85.00	78.99
2011-12	90.00	48.84
Total	386.49	300.20

Source- Report of the Working Group on Adolescents and Youth Development (Ministry of youth affairs and sports, October- 2011)

1.16.25. PHYSICAL TARGET FOR THE 12TH FIVE YEAR PLAN

The Year-wise physical targets envisaged for the 12th Plan are as given under:

Year	Enrolment	Special Camping	Adopted villages
2012-13	3550000	23500	23500
2013-14	3950000	24600	24600
2014-15	4250000	25500	25500
2015-16	4650000	26100	26100
2016-17	5050000	27000	27000

Source- Report of the Working Group on Adolescents and Youth Development
(Ministry of youth affairs and sports, October- 2011)

1.16.26. FINANCIAL PROJECTION FOR THE 12TH FIVE YEAR PLAN

During the 12th Five Year Plan, it is proposed to enhance the volunteer strength in the Hindi belt and NE Region by at least 10% p.a. In the last year (2016-17), an overview on the enhanced volunteer strength will be taken, The Financial targets envisaged for the year 2012-13 to 2016-17 are as given under:

Year	Allocation of Budget (Rs. in crores)
2012-13	120.00
2013-14	120.00
2014-15	120.00
2015-16	120.00
2016-17	120.00
Total	600.00

Source- Report of the Working Group on Adolescents and Youth Development
(Ministry of youth affairs and sports, October- 2011)

1.17. CONCLUSION

In nutshell it can be said that NSS is a student centered programme. It focuses on developing civic sense through community engagement. It is a noble programme which inculcates the spirit of voluntary work among students and teachers through sustained community interaction. It makes efforts to bring the academic institutions closer to the society from where they have irrupted. It is a link between the campus and community, the college and village, knowledge and action.

The introductory part of the study has highlighted the concepts of youth, NSS, youth involvement in NSS. Youth development and its vitality fulfilled by NSS. The data has been very clear in showing the different aspects of the NSS programme. The tables have shown the year vise enrollment of the students for the, Students involvement in special camps and the villages they have adopted. The tables in introduction have also highlighted the budgetary allocations during XIth Plan i.e. 2007 to 2012.

Hence, it is concluded that the role of NSS is crucial in the lives of the students. NSS has assisted in framing and molding the young minds. Having said that, the researcher has found that the NSS still has to go long way, further chapters will assist in doing so.

RESEARCH METHODOLOGY

Research Methodology is the heart of research undertakings. In the present section of the chapter the researcher has made attempts to conceptualize the study along with the methodology adopted to study NSS.

1.17. CONCEPTUALIZATION:

The National Service Scheme was initiated to imbibe a meaningful relationship between the educational institute and the community. It was Mahatma Gandhi, the Father of the Nation, who identified and stated that "the country could not progress in a desired direction until the student youth were motivated to work for the upliftment of the villages/community." Thus, NSS is directed to involve youth of country in development of the community in which they live. Here the volunteers sensitize themselves towards the needs of the community and its problems. The volunteers identify the thrust areas and execute programmes for community betterment. By the execution of these activities and experiences the volunteers develop personality, leadership skills, sensitization towards community problems, self-confidence and soft skills.

The National Service scheme has become the largest youth movement. 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. The NSS is a student program aimed at stimulating the social consciousness of youth with an overall objective of student development through community service.

Social work is notion that has existed centuries ago. Humanitarian philosophers do believe that charity, social service and assisting humanity has come up parallel to the human existence. Over the decades social work has passed through many stages and has emulated enormous practices to serve humanity. There have been different methods and means to serve humanity at large level. Social work aims at serving the

humanity and the motto of NSS too depicts the service of others, NSS ultimately propounds the service to humanity for its betterment.

Social work aims at serving human beings with different methods and NSS incorporates all those methods for the community development purpose. NSS prepares youth to cater to the societal needs and bring out cohesion among the people. Millennium development goals and sustainable development goals are the guidelines for the NSS volunteers to plan the regular and special activities, the ultimate good is brought to the community. Through NSS the youth volunteers are trained to bring out societal good and the volunteers too find reason to live happily in the planet.

1.18. SIGNIFICANCE OF THE STUDY:

National Service Scheme (NSS) has been implemented in India since last 46 years. It is one of the widely implemented schemes over the nation. The basic objective of the scheme is to develop the spirit of volunteerism, personality development and holistic education among the youth of the nation. NSS is aimed at learning through community service, wherein volunteers participate in programmes like constructive work, health education, sensitization towards environment, HIV/AIDS awareness, education and so on.

They also involve themselves in problem solving process of the community. All these programmes help volunteers to develop certain skills among them.

Involvement of large number of youth in NSS demands grave attention of research scholars to signify and analyze the impact of its programmes for the betterment of youth, community and Nation at large. Research studies have been conducted by many scholars in various areas of execution of the scheme. Studies also indicated need of training, finance and systematic effort for the better implementation of the scheme.

Thus, it is necessary to conduct a comprehensive research and analyze the programmes and initiatives undertaken by NSS to assess the impact of the same on volunteers. It is also needed to understand the administrative and financial mechanisms of the scheme. The study tries to identify and critically analyze the

loopholes hindering the effective execution of NSS and suggest required modifications. The programmes of NSS and its effect on youth and in various aspects of life such as education, skill development, Leadership, character building and Employment opportunities will also be reviewed in the present study.

1.19. OBJECTIVES:

The overall objective of the study is to critically analyze programmes and activities implemented under National Service Scheme in different universities and its impact on volunteers, and to suggest changes for its improvement.

The Specific Objectives:

- To review the process of planning, execution and evaluation of NSS activities
- To critically analyze administration of NSS at institutional level with reference to volunteers and programme officers
- To analyze the activities carried out by NSS volunteers and to explore the impact and sustainability of NSS activities on its volunteers particularly in character building, personality development and sense of service, training, understanding community problems etc...
- To suggest policy recommendations for the better implementation of the scheme

1.20. 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.

The study is Exploratory cum descriptive in nature as it aims to explore the development process of the volunteers and describe the impact, sustainability, training, financial, and administrative structures of NSS on volunteers and community.

1.21. UNIVERSE:

The universe of the study will be seven Universities of Gujarat where NSS programmes are implemented. The universities are;

- Gujarat University, Ahmedabad
- Hemchandracharya North Gujarat University (NGU), Patan
- Krantiguru Shyamji Krishna Verma Kachchh University, Kachchh
- Sardar Patel University, Vallabh Vidyanagar
- Saurastra University, Rajkot
- The Maharaja Sayajirao University of Baroda, Baroda
- Veer Narmad South Gujarat University, Surat

The purpose of selection of these universities is that they represent the students from almost all regions of Gujarat state. The present study is conducted at two levels wherein 350 Volunteers enrolled in NSS and 35 Programme Officers of NSS Units considered the respondents for the study.

Thus, all students enrolled in NSS for more than one year and the Programme officers working in the above mentioned seven Universities are considered population of this study.

1.22. SAMPLE AND SAMPLING PROCEDURE:

The sampling for the present study was done at two stages;

1. Seven Universities were selected from Gujarat state using purposive sampling method. The selection of the university was done keeping in mind the representation of all regions of Gujarat State.

2. Selection of the volunteers: 350 Volunteers associated with NSS for more than one year were selected as a sample from different universities using purposive sampling method. 50 NSS volunteers were selected from seven universities each.

3. Selection of Programme Officers: 35 Programme Officers were selected from seven universities. From each university 5 programme officers were selected purposively.

Thus, the sample for this study was consisted of 350 NSS volunteers and 35 Programme Officers.

1.23. TOOL OF DATA COLLECTION:

Interview schedule was used as a primary tool for data collection for the present research. The interview Schedule had both open and close ended questions. Two sets of tools of data collection were prepared;

i)   Interview schedule for NSS Volunteers,

ii)   Interview schedule for Programme Officers.

Secondary sources such as annual reports, research studies and research journals were reviewed and analyzed.

1.24. DATA ANALYSIS

Quantitate form of data is collected for the present research. The data is analyzed using SPSS. Analysis of the data contains Single variant and bi-variant tables.

The responses of open ended questions are grouped into categories and then they are analyzed in SPSS.

1.25. OPERATIONAL DEFINITIONS AND KEY CONCEPTS

1. **NSS:** National Service Scheme is a voluntary scheme run under Ministry of Youth Affairs and Sports in various colleges.
2. **Volunteers**: Volunteer for the study purpose is College/University Student is the main beneficiary of the NSS programme.
3. **Youth:** Persons between the ages of 16 and 24 years are considered as youth for the present study.
4. **SLO**: State Liaison Office, to implement the scheme at the state level.
5. **RC**: Regional Centre, to monitor, implement and evaluate the scheme at regional Level.
6. **Programme Co-ordinator**: Incharge of the scheme at University level.
7. **District Co-ordinator**: Incharge of the NSS units at a particular district.
8. **Area Co-ordinator:** Incharge of the NSS units at a particular area.
9. **TORC**: Training Orientation and Research Centre.
10. **TOC**: Training and Orientation Centre.
11. **PO**: Programme Officer, Incharge of the NSS unit at the college level.

1.26. PRESENTATION OF REPORT

CHAPTER-I

Introduction and Research Methodology: This chapter includes the terminologies of youth, youth development and Government intervention for youth development. It also includes the inception of the National Service Scheme and different concepts of NSS. The chapter further highlights the Research Methodology adopted for the study.

CHAPTER-II

Review of Literature: In this chapter literature related to the present study is reviewed and research gap is identified.

CHAPTER-III

Research Setting: The chapter provides with the information of the selected Universities implementing NSS.

CHAPTER-IV

Demographic Profile of the Respondents: The data containing to demographic details of the respondents is analyzed in this chapter. The chapter also represents the details of NSS volunteers and Programme officers such as family income, duration of experience with NSS.

CHAPTER-V

Planning, Execution and Evaluation of NSS activities: Analysis of the data in areas such as Planning, implementation and evaluation initiatives are taken in this chapter.

CHAPTER-VI

Impact of NSS, Problems and Suggestions: The impact of NSS programmes, problems faced by volunteers and programme officers are identified. Suggestions given by respondents are analyzed in this chapter.

CHAPTER-VII

Findings, conclusion and suggestions: Findings, conclusions and suggestion for further action are given in this chapter.

References:

1. http://www.divyajivan.org/articles/adhyatma/vivekananda_youth.htm

2. (2013-14). *Annual Report.* Government of India: Ministry of Youth Affairs and Sports, P-14.

3. www.un.org/events/youth

4. Singh, R. D. (1987). *Rural YOuth.* Allahabad: Chugh Publications, P-11

5. Matin, A. M. (1995). *Indian Youth: Problems and Prospects.* New Delhi: Ashish Publishing House, PP-15-16.

6. Naidu, U. (1983). Youth in Contemporary World. *Indian Journal of Social Work,43(4)*, 395-400.

7. Matin, *op. cit.* P-218.

8. Matin, *op. cit.* P-17.

9. http://www.beaconresults.com/_site/youthdevelopment

10. Youniss, J., & Yates, M. (1999). *Roots of Civic Identity: International Perspectives on Community Service and Activism in Youth.* Cambridge University Press,Cambridge, P-36.

11. Stukas, A. A., Snyder, M., & Clary. (1998). *Volunteer's motivations: Findings from a national survey.* Washington, DC: Aspen Institute.

12. Mehta, P. (1971). *The Indian Youth; Emerging problems and Issues.* New Delhi: Somaiya Publications Pvt. Ltd, P-17

13. Mahapatra, P. C. (n.d.). Youth and National development. *lndidian Journal of Youth Affairs, Vol 5-6*, PP-1-2.

14. Simhadri, Y. (1989). *Youth in the Contemporary world,.* Delhi: Mittal Publications, P-19.

15. Agochiya, D. (1978). *Youth Leadership in India.* Delhi: Vishwa Yuvak Kendra, P-88.