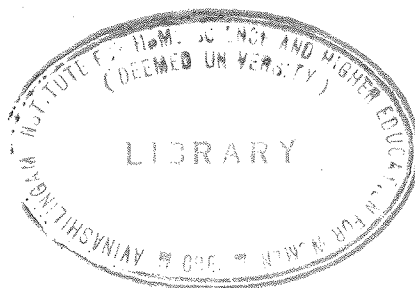


IMPACT OF THE NATIONAL SERVICE SCHEME PROGRAMMES ON STUDENTS, TEACHERS AND THE COMMUNITY

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INTRODUCTION

I. INTRODUCTION

Education is the process of providing to an individual the reinforcement necessary for the development of his potential. The capacity to grow physically, intellectually and spiritually is inherent in the individual and education is the manifestation of the perfection already in man (Swami Vivekananda).

Education is a process of development from infancy to maturity, the process by which the individual adapts himself gradually, in various ways, to his environment and develops his human personality. Education helps the learner to organise the tendencies, habits and behaviour already acquired, in such a way as to fit the individual to his physical and social setting. To educate is to develop, organise and train the powers of the student so that he can use them efficiently.

True education enables the learner to participate effectively in social life. It is the result of constant interaction among people and between people and the objective world. Unless a young person has learnt to apply his knowledge in daily life and has developed those attitudes and traits of character that make him a worthy member of the society, his education is incomplete and often futile.

Education causes changes in the behaviour, attitudes, dispositions, thoughts and feelings of the student to enable him to live in co-operation with others and to acquire a fair amount of economic self-sufficiency so that he is not a drag on his family or society. The touchstone of knowledge is its close relation and application to practical situations of life.

Education is learning through experiences. It is a natural, harmonious and progressive development of man's innate powers. Education is the development of all those capacities in the individual, which will enable him to control his environment and fulfil his responsibilities. Education leads to the development of certain ideals, habits, skills and interests in a child, to equip him to face life with confidence in the social media.

A good programme of education enables the individual not only to develop his personality and meet the physical needs of his life, but also to contribute to the enrichment of the community. In the educational process, besides the activities of the educator and the educand, the society also plays a vital role. Society provides them the basis to pursue their activities towards socially acceptable goals. In return, it expects them to contribute to its progressive development. The basis of such mutually educating process is not bookish knowledge, but a compendium of

all those knowledges, skills, feelings, thoughts and experiences, which sustain the society and which at the same time, lead to the optimum development of the human personality.

Many educational philosophers have defined the aims of education in terms of the harmonious development of personality. Quotting Pestalozzi Gaiind and Sharma (1961) have expressed that education would unfold the innate capacities of the individual and enable him to develop his powers to help himself and the society. Qualities like citizenship, skills like vocational efficiency, and attitudes like social sense, reflect the harmonic development of personality.

Curriculum is an important tool in education. It is the totality of all the experiences and activities that the child undergoes/performs to develop himself and to become a socially efficient individual. As such the curriculum is never static. It changes according to situations and circumstances and the policy of the nation.

A meaningful curriculum must respond to the needs of the society and help to equip the students to develop their potentialities to the utmost, so that they may be able to make their contribution to the enrichment of the society, of which they are integral parts. The earlier conception that curriculum is

synonymous with courses of study, that is, factual knowledge in different subjects is out-dated and irrelevant. In contrast, the new concept of curriculum is broadbased, comprising totality of experiences that a pupil receives through the manifold activities in the class room, library, laboratories, workshop, play grounds and the community on one hand, and in the numerous contacts between the teacher and the pupil on the other. The curriculum, from this point of view, is comprehensive in its scope consisting of not only the syllabus but also all the activities utilised to impart knowledge, skills and changes in behaviour. It is characterised by variety and elasticity and is tailored to the needs of the students at different age levels. It touches all aspects of the life of the pupils and caters to their needs and interests in an environment which should be educationally congenial to their life styles, to result in effective learning, social efficiency and the awareness of the community around.

If the aim of education is the full development of the individuality of the pupils giving them optimum opportunities for self expression and achievement, extra curricular activities assume an important role as valuable means for realising the social aims of education. They help to meet the instinctive

and spontaneous interests of pupils, besides being a source of entertainment and vitalisation of the formal curriculum. In order to make the curriculum socially relevant, it should be framed in terms of the tasks to be performed and goals to be reached, rather than in terms of 'covering the syllabus' and the lessons 'to be taught'.

Youth is the wealth of the nation. The youth of today are the leaders of tomorrow. On their quality depends the future of the nation. The progress of the nation is determined by how the energies of youth are channelised on their preparation for meeting the challenges of life. Leadership and disciplined citizenship cannot develop automatically nor can these qualities be acquired after character is once formed. These qualities have to be inculcated by proper training during the impressionable years of adolescence. Therefore, a well planned youth welfare movement is of great importance in education. The Kothari Education Commission (1964-66) has rightly pointed out, "The destiny of India is now being shaped in her class rooms". Hence schools and colleges are responsible for not only educating youth, but also for facilitating their allround development, both mind and body. As Bhatt and Aggarwal (1969) suggest, the linkage of the community with the colleges and schools is essential. Such linkage can be forged through making community and social service and national service programmes integral parts of education.

Youth, form an important segment of the world population. They are sensitive to the problems in modern society and are responsive to the new ideas and changes. They are better informed and more articulate than their predecessors. The potentialities of youth and their contribution to development are increasingly recognised by the governments of all countries of the world and there is an increasing awareness of the need to develop this vast resource to play a constructive role in society. Developmental efforts would remain weak without the active co-operation of the youth. They are in the stage of life at which a young person begins to develop new attitudes and values, social relationships and political judgements, all of which have important implications for them as well as the society (Kuriakose and Gokhale, 1974).

In 1948, the Radhakrishnan Education Commission had envisaged the idea of National Service as a voluntary approach. Accordingly a voluntary approach was tried in the First Five Year Plan on a pilot project basis. As a result of this decision, labour and social service camps were initiated. In 1958, Prime Minister Jawaharlal Nehru placed the idea of National Service by students, before the Chief Ministers' Conference and suggested that all young men and women between the ages of 19 and 21 years should be enlisted for compulsory civilian service for the nation. In view of the enormous cost and organisation

involved, the scheme was to be confined to university students, who should work for certain periods in allotted spheres before graduation. A committee was appointed under the Chairmanship of Dr. C.D. Deshmukh, to examine the proposal and make concrete suggestions. This Committee recommended that National Service of 9-12 months duration be required of all students completing high school education and intending to enrol themselves in a college or university. The scheme was to include some military training, social service, manual labour and general education. It was examined at several levels but was shelved because of its financial implications and other difficulties in regard to implementation. The public reaction to the scheme was also not favourable because of the compulsory character of the scheme and addition of one more year to the total span of education.

In 1960, at the instance of the Government of India, Prof. K.G. Saiyidain, studied the national service approaches in several countries including Yugoslavia, Czechoslovakia, Germany, Norway, Sweden, United Kingdom, United States of America, Japan and the Philippines. His report was published as "National Service for Youth", carrying a number of recommendations to develop a practical scheme, of national or social service on a voluntary basis to provide a rich and varied

programme of activities with an imaginative approach. Instead of adding one year to the total span of education for the purpose a more flexible plan that envisaged the development of national service as an integral part of the course itself was suggested. Such a programme would run concurrently with academic studies in schools and colleges. The Indian Education Commission of 1964-66 recommended that some form of social and national service should be made obligatory for all students as an integral part of education at all stages, to improve discipline, to inculcate faith in the dignity of manual labour and to develop a sense of social responsibility. As a result of all these explorations, the Ministry of Education and Youth Services, Government of India finally launched the National Service Scheme (NSS) in the colleges on voluntary basis during 1969-70 in 38 Universities.

The Seminar on National Service Scheme organised at the instance of the Union Ministry of Education and Youth Services by the Tata Institute of Social Sciences in March 1969 classified the objectives of the scheme under two broad categories: A) Overall B) Specific.

A. Overall objective

The overall objective of the NSS is educational. Service to the community is the activity through which this objective is sought to be attained.

B. Specific objectives

The most specific objectives of the NSS are to arouse the students to becoming socially conscious and provide him with the opportunity:

- 1) To work with, and among people
- 2) To engage in creative and constructive social action
- 3) To enhance his knowledge of himself and the community through a confrontation with reality.
- 4) To put his scholarship to practical use in mitigating atleast some of the social problems.
- 5) To gain skills in the exercise of democratic leadership and
- 6) To gain skills to programme development, to enable him to get self employed.

The above objectives of NSS have been elaborated in detail by Hulbe and are as follows: (Hulbe, 1976) (a) To bridge the gap between the educational institutions and surrounding community (b) To motivate the students and teachers channelise their energies for rural construction (c) To create responsible citizenship among the students (d) To train the students to utilise their acquired knowledge and skills in solving rural problems (e) To utilise the human and material resources in an effective manner in the rural sector (f) To inculcate the feeling of mutual responsibility among the villagers in solving their felt-needs

(g) To establish a two-way link between the people of village, government departments and voluntary agencies in solving rural problems (h) To provide feed back to institutions of higher learning on rural problems and (i) Shaping the young minds become future brains of the country and preparing the student community to become useful citizens of the Nation.

According to Avinashilingam (1980), the objectives of NSS are as follows:

- 1) To expose the students and staff to the villages so that they will know the condition of rural India.
- 2) To infuse in them a spirit of service for the rural poor by giving them regular opportunities of organised service.
- 3) To serve in the villages will help the students to apply knowledge to the improvement of village people.
- 4) To involve the students in manual work such as constructing and repairing buildings, laying roads, planting trees, etc., and thus get trained in use of hands and
- 5) To develop human values in the pupils and teachers through the contact with village men and women through non-formal education programme in better family living such as nutrition, child care, environmental sanitation etc.

The responsibilities for evolving, implementing and evaluating the NSS programmes and projects are at four levels:

- 1) At the National level
- 2) At the State level
- 3) At the University level
- 4) At the College level

The organisational and administrative structure for the implementation of National Service Scheme is flexible enough to allow initiate new ideas and experiments to flow from the students and teaching community.

At the National level there is Central Advisory Committee constituted of educationists and administrators from the field of education. This committee reviews the programmes and functions of the scheme from time to time and suggests ways for their improvement. The committee also advises the government on matters of policy as regards the NSS.

In order to provide effective liaison between the educational institutions implementing the NSS on one hand and the Central Government, State Government, various developmental departments and agencies and Training Centres on the other, a team of field advisory staff has been appointed under the leadership of the Programme Adviser with his headquarters in New Delhi. The Programme Adviser, reports to the Joint Secretary dealing with the Universities in the Department of Education. At the Headquarters the Adviser is assisted by one Senior Youth Officer and one Junior Youth Officer. There are four Deputy Programme Advisers, one each incharge of North Zone, East Zone, West Zone and South Zone. The Deputy Programme Advisers are

assisted by a Junior Youth Officer each and other Secretarial Staff. Over and above these, there are NSS Regional Centres at Lucknow, Patna, Bhuvanewar, Poona, Bhopal, Bangalore, Hyderabad, Jaipur, Gauhati and Trivandrum. These Regional Centres are manned by Assistant Programme Advisers/Senior Youth Officers and/or Junior Youth Officers with necessary Secretarial Staff.

Most of the State Governments have set up State Advisory Committees for the NSS under the Chairmanship of the State Education Ministers. The composition of these Committees varies from State to State but generally they consist of Education Secretary, Directors of Education and Social Welfare and Vice Chancellors of the Universities situated in the State. The State Advisory Committees are expected to play important role in the development of NSS programmes in the State. All important matters such as allocation of students strength in the Universities, release of grants, etc., are decided by these committees. The State level Committees render important help in securing assistance from development departments for rural projects. These committees review the NSS programmes in the State and suggest ways and means for its improvements at the University level. Most of the Universities have also set up Advisory Committees under the

Chairmanship of the Vice Chancellor. These committees generally consist of some Principals of the constituent or affiliated colleges, Deans, Teachers incharge of the NSS, representatives of the local administration and the representative of the Training and Orientation Centre. These committees are expected to provide leadership in giving proper direction to the NSS programmes and provide necessary supervision. Each University has a Programme Co-ordinator to look after the day-to-day administration of the NSS, to plan, implement and supervise the NSS programmes in the University and affiliated/constituent colleges. Some Universities have full time Coordinators; others have entrusted this responsibility to faculty members on part-time basis.

The Colleges have set up their Advisory Committees with the Principal as Chairman in order to secure participation of maximum number of teachers and to organise programmes in a planned manner. The Programme Officer or the teacher incharge of the NSS is the main functionary in the NSS and is paid an out of pocket allowance to cover the expenses on conveyance and other incidentals.

Till 1980, NSS had been functioning at the first degree level only. However, a beginning has been made with introduction of NSS at the +2 stage in West Bengal, Karnataka, Goa, Daman and Diu, Kerala and Tamil Nadu.

There are three principal elements in the programme process. The students, the teachers in charge of NSS and the programme content. Each of these elements, however, has many components. The students have their interest and their needs, their special abilities, their relationship with each other and with the teacher, their particular norms and values related to their families and community life. The teacher has his professional knowledge and skills, his special abilities, his role as the representative of the college and as the bearer of the values and norms of the college and of society as a whole. The programme content is designed to meet the needs and interests of the students and to maintain or change the norms and values of the group, the community and the society.

The interaction of these three elements is essential in programme planning as the NSS is to provide a meaningful educational experience for its members. The important consideration, however, is that no one element is overweighted at the expense of the others. The emphasis is an integration of the three elements so as to produce a balanced and satisfying result.

Starting with 40,000 students in 1969, today nearly five lakh students are involved in various activities in several universities and colleges. A student in a college or university, who has opted for NSS, is expected to remain in the programme for a continuous period of two years and is required to render social service for a minimum of 120 hours per annum, besides participating in the special camps.

In spite of the vast amount of work done by the NSS so far, and the various evaluations made by different organisations, we do not have concrete evidence to show the usefulness or otherwise of the scheme.

Since NSS has been functioning for nearly 1½ decades, it is worthwhile to investigate the impact of the NSS on the student volunteers, teachers and the community in terms of certain parameters with the following objectives: To study:

- 1) The willingness and earnestness of the NSS volunteers to participate in NSS activities.
- 2) The impact of NSS on the volunteers in terms of leadership quality, co-operation and team work, dignity of labour, patience and perseverance, adjustments, satisfaction of doing social service and other personality traits.
- 3) The extent to which the NSS has moulded the character of the NSS volunteers.

- 4) The effect of the NSS experience on the programme officers in terms of leadership qualities, sense of responsibility, initiativeness, adjustments, tolerance and other psychological traits due to their being the NSS programme officers.
- 5) The reaction of the community towards NSS and
- 6) The developmental programmes carried out in the village by the NSS volunteers

It is hoped that the findings of the study will help to improve the scheme further and lead to the full attainment of its goals.

REVIEW OF LITERATURE

II. REVIEW OF LITERATURE

This review pertains to the following aspects:

- A. Dynamism in youth
- B. Education as part of allround development of youth
- C. Youth as nation builders
- D. Youth as asset for national development
- E. The National Service Scheme (NSS)

A. Dynamism in Youth

Youth is the supreme symbol of strength. Youth is synonymous with vigour, action and change. The young men and women possess great power and have been in the forefront of important revolutionary movements in the world. History is witness to the fact that young dared and changed the course of events of several walks of life throughout the world. They might have experimented with many ideals and faced failures, but ultimately achieved progress. They have prevented the stagnation of society (Sharma, 1975).

Youth is a transitional period from childhood to adulthood. The period of youth is the best time when the setting up of the mind and shaping the characters take place in the human being (Ramakrishna, 1962). Youth constitute about one fifth of the rural population of India. Youth are

the store house of dynamics and creative activity that could be moulded in any constitutional career-making activity. Rural youth with guidance and encouragement could be engaged in many worthwhile activities (Singh and Rao, 1965 and Singh and Kumar, 1977).

Swami Vivekananda placed great hope in the youth of India. He said, "Accept the challenge of the modern times, stand up to your full heights, reestablish the dignity and divinity of man, go and instruct your brethren in every village and home that the true religion consists in being dynamic, energetic, full of order and zeal"(Lakshman, 1963). Youth meant 'action', to Swami Vivekananda.

The Indian youth have significant roles to play in the growth and development of the nation. Youth is a complex of social and psychological correlates with its own role pattern, styles of thinking and modes of behaviour. It is a social force characterised by innovation, initiative and dynamics (Rao, 1974 and Nair, 1981). Youth is the state of life when through training and development, immaturity approaches maturity for work, marriage, social participation and cultural attainment. The period of youth stands for growth, development, preparation, action and leadership (Madan, 1973).

Oatman(1968) views youth as the very stuff of the country, the keepers of its tradition, its strength and its failures, in short, its continuity as well as progress. Youth possess the most desired condition of mind and body suitable for utilisation in constructive work. The vast potentials of youth are to be explored, examined and understood systematically in order to achieve the needs of the nation (Siddaramian and Dudhani, 1972).

Youth have been, and will always be an integral part and parcel of any progress and development, whether in the village or in the city. Social, educational, legal, economic and cultural factors leave their impressions on youth. Only when the status of youth is improved, the cities can improve and as a whole the country can improve (Sundaram, 1974).

Youth make a society dynamic, with their vigour and energy, which are the greatest asset of the nation (Aggarwal, 1974 and Singh et al., 1977). Ahmed (1974) says that the energy of rural youth should be properly harnessed, strengthened and channelised towards constructive activities for the nation.

Youth are always looking forward to conquering new realms. They have an inherent hunger for doing new tasks and are ready to face obstacles and overcome difficulties (Srivastava, 1961). They have a genuine interest, in adventures provided they are of their own choice (Fenley, 1977).

Youth power is acknowledged as a moving factor behind all actions for attaining progress and justice. Only youth can bring out humanity from its present crippling crisis - moral, social, economic and political. All eyes are set on them for total and radical changes. All hopes are on them (Sharma, 1975).

Prasad (1970) opines that youth who constitute a bulk of the total population of any country, are the national cream and the future crown, with full possession of physical built and mental tenacity and powers. The vast potentials, mostly latent in contemporary youth, must be explored thoroughly, examined systematically, understood fully and tapped properly for the constructive ends of the nation. Garmon and Harwood (1976) state that youth are to be trained to use their energy for constructive purposes. Youth are a strong-based and an important part of the village community life. They are eager to learn new ideas. Srivastava (1958) points out that vitality and creativity are the two qualities which characterise youth.

India is a land of villages. It is primarily an agricultural country where 83 per cent of the people live in the villages. Out of the human resources, a considerable size of the ambitious, enthusiastic, receptive and able group is formed by the youth. Among the youth, the greater number are from the rural parts (Dubashi, 1972 and Kulhari et al., 1977).

Youth can play an important role in creating the proper climate for the success of various social and economic programmes (Shinde, 1974). Dey (1967) says that vitality and creativity are the two qualities which characterise youth. The moment youth cease, vitality ceases and creativity ceases. Sharma (1975) states that youth are physically conscious, so that they can make a positive contribution in bringing about a socio economic revolution within the democratic framework.

Saraswathy et al., (1970) state that youth may face problems due to the sudden psychological changes that accompany the onset of adolescence. Youth stand for energy and action. To the extent they learn to harness their energies for the betterment of the rural society, they will require the necessary confidence to undertake bigger tasks in rural development. They are comparatively free from family responsibilities and can under proper guidance, work with great enthusiasm, interest, community consciousness and fellow feeling Chowdhry (1976) and Sebald (1977).

Youth have certain needs. Coole (1966) has classified needs of youth into bodily needs, personal needs, social needs and intellectual needs. Unless the needs are fulfilled they cannot be satisfied (Crow and Crow, 1964).

According to Ferton (1966) and Haque (1978) the needs of youth are (1) the need for a healthy body and good physique (2) the need for feeling of security and success (3) the need for social adjustment and recognition (4) the need to take part in many experiences (5) the need for self respect (6) the need for understanding and (7) the need for developing personality.

In a study of the needs of non-school going rural youth, Singh and Haque (1966) observed that the needs of youth in the order of preference were of: for good physique, knowledge, fellowship, economic security and achievement and recognition. Youth need opportunity for self expression, comradeship, communi life and national service (Mittal, 1970).

Adiseshiah (1977) says that non-formal education can help youth in finding ways and means of improving their skills, knowl and understanding. Sonachalam (1977) states that only by improv ing their skills, youth can get full employment in the rural areas.

B. Education as part of Allround Development of Youth

Education is fundamental to human resource development. Swami Vivekananda considered education as that process by which character is formed, strength of mind is increased and intellect is expanded. Gandhiji (1977), stressed that real education is

drawing out the best from the students. Higher education which is assuming an increasingly important role today in the educational system and in the uplift of the nation, is expected to respond to the new demands arising from the rapid transformation of societies and to the aspiration of individuals for economic, cultural and intellectual improvement. A modern university should provide for a multilevel training system which will be able to meet the country's needs more effectively and enable a greater number of people to continue to use and develop their skills at different periods of their lives (Shah, 1977).

Meaningful work experience for students, is a sound medium for education and so efforts have been made to implement students in such curricular activities like the Social Service League, the Planning Forum the National Integration Samithi, the National Cadet Corps, the Auxiliary Cadet Corps, as well as the National Service Scheme (NSS) and the newly introduced Community and Social Service in some universities involving all types of community services.

Emotional Integration Commission and Kunzru Committee Report (1961) emphasised that the co-curricular activities should be given importance in the curriculum. These activities

include military training, like NCC, ACC, Scouts and Guides, student camps as it helps in the growth of a well-adjusted and well balanced personality (Mukherji, 1972).

Education plays a vital role in giving human beings proper equipment to lead to gracious and harmonious life. In our ancient literature, we find plenty of evidence in support of the view that education leads the individual from darkness into light. The meaning and significance of education as conceived by ancient philosophers in India relates to enabling the individual to understand and live his life well. We live in this world not only with the purpose of acquiring economic self-sufficiency and meeting our requirements in respect of physical and material welfare, but we have also to understand the real purpose of our existence which is far above the level of material needs. In the broad sense education is the totality of changes that place in pupils' behaviour as a result of his contact with his physical and social environment. Such changes have value and significance not only to the pupil but also to the society. The changes are significant only when they contribute along with the development of a pupil's personality towards his becoming a more and more useful member of society. In other words, education is a life-long process and as a pupil goes on increasing his store of experience through contacts with the environment, he receives

some education in one form or another. This kind of education is not the sole responsibility of educational institutions but it is the whole environment which becomes the educative agency for each human being. Contact with the environment adds to the experiences of the pupil and produces some changes in his behaviour. All such changes are indicative of some education received by the pupil. Education in this broad sense enables the pupil to develop to the full, his native potentialities and equips him well for gracious and harmonious living. Education is the process of providing to the pupil facilities for the development of his native powers. The capacity to grow physical, intellectually and spiritually is inherent in the pupil and education functions to give body, mind and soul, all the perfect to which they are susceptible (Gaiind and Sharma, 1961).

Youth is the age at which the attitudes and values acquired will be of a lasting nature (Crow and Crow, 1972) and so our society should find out a way of developing congenial and harmonious attitude formation in our youth, at its most volatile and explosive period (Shrimali, 1978).

There is more to be learnt in educational institutions ^{sp.} that what is found in books about leadership, cooperation, politeness, sense of responsibility, appreciativeness and honest

Modification in the present education system can also be achieved through work experiences. Work experience is not only possible but also essential in modern society. Srinivasa Iyer (1970) exhorts that work experience in the school or educational institution, is an essential and sound educational proposition. All well developed countries integrate work with education. Therefore, the need to provide for an element of work in the educational system has been recognised. The Secondary Education Commission (1952) recommended the same three decades ago. There is greater educative medium than making with efficiency and integrity the things of utility and beauty. Work experience trains practical attitude, facilitates clarity of thinking, gives chances for cooperative work and enriches personality. It can mobilise the entry of youth in the world of work and employment easier by enabling them to adjust themselves to it.

Bhan (1972) emphasises that every educational institution should train to develop a rich community life of its own and provide adequate and satisfying opportunities for students, to participate in and help in organising it. In addition to these institutional programmes, it is essential for youth to participate in meaningful programmes of community services. Such work should be made integral part of all education, from the primary to the Undergraduate stage. Activity programmes in educational

institutions such as sports, games, group discussions, debates; meetings of literary associations, NCC, NSS, dramatics, workshops clubs, hobbies, conferences, tours, mountain hiking etc., help to develop the student physically, mentally and emotionally. Therefore, ample opportunities must be provided to offer such programmes (Avinashilingam, 1970).

*In Bibliography
1972*

In 1961 Dubhashi said that it was important that the parents of young people are actively interested in the promotion of youth organisations. Youth programmes must go hand in hand with the school programmes. The school must develop into a centre of community service in the village. The isolation of the youth movement from the school so far and its failure to involve the school teacher has prevented the full growth of youth activities.

Rural youth must be educated, trained and inspired to recognise their work in true perspective and make wise use of their talents. The education of youth during the crucial years of age between 16 and 20 must be such that it arouses in them a great desire to learn about the heritage, immediate environment and appreciation of traditions (Dharmarajan, 1974).

Since youth are sensitive to new ideas and changes, it is important that youth volunteers are involved in programmes of education for rural development, with the motivation of rural uplift. Training becomes essential for strengthening their awareness and motivation (Gopelwar, 1974 and Kuriakose, 1976).

From a study at Raiwan, Hsieh (1978) reveals that young people expressed the strongest learning need in family improvement education, followed by general education, community improvement education, commercial education, agricultural education, industrial education and services education. A non-formal education programme associated with these needs should be developed, with curricula according to the age group, sex, educational attainments and migration intentions.

Based on his exploratory study on "Guiding the Youth", Mishra (1978) has suggested that (a) the heads of the institutions should sometimes invite members of the Employment Exchange Office to give a talk on different careers and (b) a vocational corner is very much required in each institute for the benefit of the students.

The results of the study on "organising co-curricular activities in schools" conducted by Adhinarayana (1980) are as follows:

- 1) Students' involvement in the sports day at the school and at district level was significant.
- 2) The pattern of organisation had assumed a systematic procedure both at school and district levels.
- 3) In almost all the athletic meets, the involvement of the parents was negligible.
- 4) Involvement of the staff in the organisation of sports and games was negligible and
- 5) Involvement of the community was not significant in schools and in district athletic meets.

C. Youth as Nation Builders

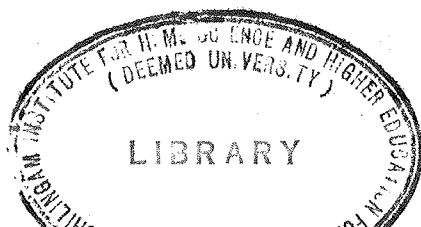
Great leaders and philosophers have expressed that the plight of the country can be changed only by making the youth of the country become more practicable and get attached to the outside world.

Men who are sincere, strong and vigorous are, as Swami Vivekananda considered, the backbones of the nation. Swamiji had unlimited faith in the youth.

Maurya (1974) suggests that if the Asian societies are to be taken out of their present conditions of poverty, ignorance and superstition, the young people of Asia would have to take up the challenge and work for the removal of these conditions. Youth can help

the country tackle illiteracy and other social problems (Aggarwal, 1974). The educated and uneducated youth should create a social and cultural transformation (Das, 1976).

Nair (1985) writes that in those days of the brave new world when youth, at the call of Mahatma Gandhi, left the comforts of their tranquil homes even risking their own mundane future, left their schools, colleges and even careers to throw in their lot in a movement in which they too had a stake. It was the famous 'Dandi March' that shook the Empire almost 55 years ago, more than any other great movement Gandhiji had launched. The youth of India to whatever region, religion, sect, sex, caste or language they belong have never flinched or faltered in their loyalty to a cause in achieving which each one of them has felt the restoration of dignity to every individual and the long-lost liberty to the country. Several years after Independence, the bold experiment of the National Service Scheme (NSS) was embarked. It has brought out the best mettle in youth in a variety of developmental activities and welfare work, such as construction of rural roads, ^edisinfecting of the village tanks, afforestation, disinfection of drinking water supplies, laying of drains, fire protection, soil conservation, construction of contour bunds, working with the patients in the hospitals, looking after mentally retarded children, reading out to the blind, donation of blood and so on. In fact, the youth



can go beyond the narrow confines of the present general work and enter the threshold of the vast reaches of human welfare, not to speak of the unexplored sea of knowledge in the areas of science and technology that could irreversibly transform the future for better world. Only when we learn to feel their pulse properly, understand them and solve their problems sitting by their side, we can help them shape their own future in a way that would bring in a better tomorrow for the entire mankind (Nair, 1985).

For youth means ideas, new ideas in action, that could absorb the best of the past and the grand vision of the future. They are a dream in the making, nurtured on the experience of millenia. The future belongs to them! to make or mar tomorrow's world lies in their hands, but it is given to the passing generation to guide them to help them grow on their own. They are young faces that stare at the flickering green computer screens, young fingers that move like ^{sp.} lighting over terminal keyboards, creating new circuitry that will itself create new computers. Mankind stands to gain in the greatest possible measure by utilising to the maximum the best resources lying untapped in the vast youth population of every nation. For "The Youth of a Nation are", in the words of Benjamin Disraeli, "The Trustees of Posterity" (Nair, 1985).

Aggarwal (1974) states that the work done by youth during the Bihar floods in 1962-63, at the time of the Bangladesh refugees inflow in 1971 and in the drought affected areas has been commendable and admirable. In youth camps, young boys and girls get not only a sense of satisfaction, but also enjoy working together. It gives them an opportunity to work collectively. The response to youth schemes such as Youth Against Famine, Youth Against Dirt and Diseases, Youth For Rural Reconstruction and Youth for Ecological Development has made it abundantly clear that young people in the country have idealism and dedication to give their best to the task of nation building (Ansari, 1975).

The nation's youth are its most potent and latent resources. It is necessary to organise them and channelise their energies towards desirable goals in the interests of national development (Rade, 1971). The essence of success of doing nation building activities lies in the willingness, acceptance of the programme and the faith therein on both sides on the donor and the beneficiaries (Misra, 1970). Schools and colleges are considered to be temples of learning, light houses of knowledge and makers of human civilization and culture, help the social, economic, education and cultural growth of the communities which they serve. But in actual life, they stand

as isolated lands away from these communities with a one way path only for drawing students therefrom. They merely impart bookish knowledge and that too mostly borrowed from Western countries. Their products become unfit for doing physical work and they become a parasitical group living on the toil of others. Their education is not related to life around and there is a wide gulf between its content and purposes and the needs and aspirations of the people. They have created a gulf between the educated and the uneducated classes, between the intelligentsia and the masses (Krishnaswamy, 1970).

Dave (1976) urges youth to fully prepare themselves to shoulder the responsibilities of nation building. They should shake off the lack of sensitivity to happenings around them and be prepared to face all problems.

Seth (1978) observes that an educational programme is likely to succeed if it is closely related to the conditions and circumstances of the area as well as to the concrete needs of the potential beneficiaries. Youth can make direct contributions by transmitting to their parents, neighbours and other members of the community, new ideas to prepare a proper climate for speedy development.

Prasad (1970) states clearly that the role of rural youth in building rural India can never be exaggerated. They must be prepared to shoulder the duties and responsibilities which the Indian situation demands. Youth clubs as Gomen (1969) points out, aim at bringing about economic development and social changes.

Murthy (1964) enunciates that social work is understood in India as mere slum clearance, helping the needy, flood relief programmes and others. But in the modern world social work has been established as a faculty in the colleges and universities. The success of the social work depends to a great extent ^{on} of the selection of correct type of students who have aptitude and faith in the programme. The group and the community for which the social service is going to be rendered should understand all activities that are geared towards their welfare. Their support and co-operation has, therefore, to be enlisted and ensured. The next important corollary is that the educated youth who have no attitude or interest for social service or who lack enthusiasm, urge or impulse for such work should not be deployed.

The theme of nation building activities is helping the helpless to help themselves and self help (Murthy, 1964).

The service to the poor, the sick and illiterate and others is not mere service. Swami Vivekananda as quoted by AVinashilingam (1970), proclaims that the poor, the illiterate, the afflicted, the miserable represent God. So service to them is service to God. This, infact, is the highest form of worshi. The conditions of the masses in our country are appalling (Krishnaswamy, 1970). They have been thrown into ~~to~~ the last stage of degradation into which a human being can reach. According to Misra (1970) the welfare activities should be directed towards such miserable people. A service rendered to any person on the basis of desire to serve must be inspired by the feeling of helping others.

According to Devadas (1979) rural and urban development should originate in the minds of youth who have immense responsibilities in shaping a new society. National policy should aim at providing opportunities to young people to enable them make constructive contributions to society and fulfil their aspirations through active and fruitful involvement in National efforts towards reconstruction (Munshi, 1973). Jain and Shah (1976) state that rural youth is the largest single group of a special kind in India. These young men and women who are and will be not only the vital sector in a democracy of which public vigilance is the watchword, but also provide leadership

in every walk of life-political, social, economic and cultural. Youth are the guards of the nation. Therefore, a great responsibility rests on them to direct the life of the community towards social and economic progress.

Illanto (1978) mentions about Batarisan projects at Philippines, which aimed at tapping the technology and resources of the private sector in generating employment opportunities for out-of-school youth and unemployed young adults in the Philippines, and at developing in them a positive attitude toward the world of work and service to their families and communities.

D. Youth as Asset for National Development

Devadas (1978) states that youth whether rural or urban, who constitute the country's most abundant and energetic human resource, are partners in development. They are the future leaders and vanguards of the nation. They are the community's assets. Their role in the different spheres of national development must be defined and their energies and actions channelised towards realising it. They need to be utilised fully for changing the harmful beliefs and practices in the traditional rural or urban society, in order to make them progressive and democratic (Munshi, 1973).

Rao (1970) remarks the youth have to play a catalytic role in accelerating the process of national development. Their boundless energy and innate idealism could introduce to the various development activities, a direction which could bring about the social transformation needed to make them suitable for their own future (Ministry of Education and Social Welfare, 1980).

Youth must have greater opportunity, to recognise that they will get from their country tomorrow what they give her today. The nation expects them to aspire and to excel. The worlds of art, thought and action beckon them to give their best. There are new frontiers to cross and new horizons and new goals to achieve (Indira Gandhi, 1976).

Youth are the best persons to engage in social service (Kumar, 1975). Indira Gandhi (1977) calls upon the youth to make the country's future beautiful. One would have to understand its rural aspect and the nation's personality as a whole. Combined with this, one's determination and discipline would really spur the process of the nation's growth.

Young people can make their constructive contribution to national development. Society can then benefit from the idealism and the sense of dedication of youth (Swami Gambhirananda, 1969).

While the mass of Indian youth might not have responded through action to the newly emerging thought patterns it seems clear that there is a small, but growing number of educated and intelligent men and women, who are exceedingly impatient with the present pace of change (Rao, 1974). Spread of education, industrialisation, legislation against early marriages, family planning programmes, migration into towns and increasing politicalisation of national life with its radial overtones are all contributed to creating a certain amount of dissatisfaction and at the same time, a new awareness of strength in youth (Aggarwal 1977 and Kumar, 1978). This has been forecast by Gandhiji (1979) who had immense faith in youth who have tremendous opportunities before them. Desai (1979) states that the India of tomorrow can be built only through the youth of today, for they are the ones, who constitute the real potentialities for the rural communities in the country.

Development programme need to be linked with the development of youth, who are ambitious and enthusiastic. They are receptive, flexible and susceptible to change. Youth have a tendency to explore new grounds, to embark upon hazardous tasks, to defy unworthy traditions and to undertake experiments in

social and economic fields. They are universally responsive to the appeals of new idealism (Srivastava, 1961). Ramakrishnan (1976) says that the present day youth are in a better position to accept challenges and they alone can achieve social justice and an equitable distribution of wealth.

Youth must be prepared for the tasks of the society. Social, political, economic and cultural education and training are the tools for such preparation. In order to make effective and relevant, radical improvements and revolutionary transformation are required (Kirpal, 1976). Careful preparation of young persons for achieving goals of national development is vital (Henry, 1972).

A new life is emerging for the people of India through the efforts of successive Five Year Plans, with many projects of rural reconstruction undertaken by different people in different parts of the country. The Government of India appointed the Planning Commission in 1950 to prepare a blueprint for development, taking an overall note of the needs and resources of the country, with the major objectives of achieving self reliance. What measures must be adopted for raising the consumption standards of the people, living below the poverty line? How to bring inflation under control? and How to achieve stability in the economic situations were the questions raised for the Planning Commission to address itself (Kuriakose, 1979)

One of the key elements of change envisaged in the plans is the youth of the country (Mukherjee, 1977). The basic idea is to bring the youth into the development programmes, to usher change, through education of millions of rural families and assisting them in their effort to create new lives for themselves (Dey, 1977).

Kochavare (1970) emphasises that it is important to direct the energy and restlessness of students into constructive channels. Such an attempt is likely not only to prevent indiscipline and unrest among students, but also involve them in beneficial activities such as social service in rural areas. These offer new experiences and thrill to students who are residing in the cities.

On the cause of student indiscipline, Setalvad as quoted by Aggarwal (1967) says that university education has expanded greatly and the number of pupils has grown enormously. Universities and colleges have been allowed to spring up like mushrooms without ^{an} adequate base for maintenance and development. Joshi cited by Aggarwal (1967) cautions that student unrest is to a large extent a reflection of unrest in the society. What kinds of structural changes higher education must undergo to meet the social and political forces emerging in the country? Ranga, as quoted by Aggarwal (1967) states that student unrest is really a barometer of the widespread discontent among people over the economic policies of the government.

Kulandaivel (1970) exhorts that youth all over the world is discontent and want to demolish the established forms and institutions and bring a new order, changing the old one. Analy of their views as well as those of educationists who have done some thinking in this area, bring out the following facts as the chief causes of student unrest in India:

- 1) The present unrest is only a part of the general unrest all over in India.
- 2) The average student today does not have a goal or ideal in life.
- 3) Interferences of politicians in the affairs of colleges and universities is a major factor of distraction to students.
- 4) There is a general feeling among the students that the present educational system is defective and needs radical change.
- 5) Inefficient teachers in colleges and universities do not tap the students' potentialities.
- 6) The present examination system is totally unsuitable.
- 7) The present unemployment among the educated youth is mounting.
- 8) There is terrible overcrowding in the colleges, universities and hostels and
- 9) Inadequate facilities.

Krishnaswamy (1970) enunciates that colleges and schools should emerge as centres of extension work and services. Combining teaching with practical application to social needs, student

should be helped to participate in the social reconstruction and community development programmes. Such service to the community serves three purposes. Firstly, serves as a natural and proper way of expression of gratitude to the public for the educational institutions it maintains out of public funds, giving to the public something in return. Secondly, service and extension work serve as a learning experience for the student and the teacher. Thirdly service and extension build character of students and improve discipline, inspire self confidence, inculcate faith in the dignity of manual labour and develop a sense of social responsibility and participation in community life and activities. Fourthly they help also in closing the gap between the educated and the uneducated.

The Community Development Programme was launched on October 2nd, 1952 with the main objectives of ensuring the fullest development of material and human resources, developing responsible village leadership and self governing institutions and thereby raise the level of living in the village (Ministry of Community Development and Co-operation, 1959). The Panchayati Raj introduced in 1959, is a three-tier structure of local self government at the village, block and district levels. All Panchayati Raj bodies are linked and special representation on these bodies is given to interests like backward classes, women

and cooperative societies (Venthakkam, 1979) and are responsible for agricultural production, rural industries, medical relief, maternity and child welfare, common grazing grounds, village roads, tanks and wells, maintenance of sanitation, looking after primary education, maintenance of village records and collection of land revenues.

Chowdhry (1977) explains that from the inception of the programme of Community Development efforts have been made to associate various groups in the rural community with the developmental process. Youth Mandals were accordingly promoted as part of the programme to involve youth in development work. The main objective of the programme was to help youth to participate in decision making in the process of development. The village people are to be organised to live well. Science and Technology are the essential tools but the people are to be organised to understand the permanent and lasting benefit of Integrated Rural Development (Adiseshiah, 1976).

One of the major schemes of the Ministry of Rural Development where priority is given for the development of youth is the national scheme TRYSEM - Training of Rural Youth for Self Employment. The main thrust of the scheme will equip rural youth of about 200,000 in number, with necessary skills ~~as~~ technology to enable them to seek self employment. Singh (1979) states that the capacity of existing training institutions in the country, will be utilised

for the purpose and wherever necessary, the courses will be augmented. Concurrent monitoring and evaluation are part of the scheme and the central government provides financial assistance for meeting non-recurring expenditure by training institutions, if additional facilities are called for, in the shape of infrastructures.

An enquiry was carried out on behalf of the Department of Education and Science by Bose (1972), on "Attachment to the youth service and allied activities", which revealed that voluntary community service and non-vocational residential courses which were also examined, largely attracted those who were constantly attached to clubs. In both cases, about a third of 14 to 20 years old had been involved. Neither voluntary service nor residential courses could be regarded as providing an alternative to those who did not use clubs.

The future of Indian villages will be determined in a large measure by the boys and girls of today. Born in a village, reared in a village, they will continue in predominant number to live their lives in a village. They can be helped to become the most potent factors in village reconstruction (Alliband, 1980).

Deshmukh (1961) stressed that youth can play a very vital role in the country's agricultural production and community programmes provided they are properly inspired, initiated and trained to work co-operatively. Ravindrakhalsa, (1976) views that the youth are the base for the progress of the country. As Mahatma Gandhi felt, it is the village and the rural area which are to be developed first. Therefore, the youth in India can play an important role in developing villages first and thereby India.

Sanda (1976) and Okorie (1978) stress that youth participation is essential for the development of a country. Danoewidjo (1978) conducted a case study with a group of youth participating in population and found the result positive.

Singh and Singh (1977) opine that the key to progress rests considerably with the quality of youth. But rural youth in India continue to remain mostly illiterate and uninformed. Rural development depends on a variety of interrelated factors, of which, education is an important one. There have been a number of schemes and programmes to pay attention for increasing the productive efficiency of rural youth. The idea is to provide such avenues as can utilise the available energy of the youth for productive purposes and prepare them for a fruitful vocation in life.

In order to make use of youth for national development, adults must develop faith and confidence in the younger generation. Young men and women of today need training in leadership qualities. Hardwork is the only means of success and the young must from the inception be trained for hardwork and develop iron will and clear vision to enable them to take up the untiring mission of national prosperity (Singh and Singh, 1977). The Indian Institute of Public Opinion (1973) states that the youthful manpower will be available for a wide variety of services to the rural community as a whole and especially to other rural youth provided it is first motivated to undertake such services, properly trained for them and not last, is reasonably, if not fully, rewarded to make it worth its while to undertake such services.

E. The National Service Scheme (NSS)

The idea of instituting compulsory national service for youth has been before the country since independence. The Radhakrishnan Commission (1948) had originally envisaged the idea of national service by youth but it favoured a voluntary approach. It regarded conscription applied to social service as a "contradiction in terms". In the First Five Year Plan also a voluntary approach on a pilot project basis was recommended in the first instance. As a result of this proposal, labour and social service camps were started (Bhatt and Aggarwal, 1969).

In 1958, the Late Prime Minister Jawaharlal Nehru brought forth pointedly to the attention of the Chief Ministers the idea of national service by youth and suggested that all young men and women between the ages of 19 to 22 years should be enlisted for compulsory civilian service for the nation. In view of the enormous cost and organisation involved, he suggested that in the first instance, the scheme should be confined to university students who should work for certain periods in allotted spheres before graduation. A committee was appointed under the Chairman of Dr. C.D. Deshmukh to examine the proposal and make concrete suggestions. This committee recommended that national service for a period of 9 to 12 months may be required of all students completing high school education and intending to enrol themselves in a college or a university. The scheme was to include some military training, social service, manual labour and general education. The proposal was examined at several levels but was shelved because of its financial implications and difficulties in regard to implementation. The government however, introduced the scheme of compulsory National Cadet Corps (NCC) at the University stage at the time of national emergency in 1962 (Dubhashi, 1972 and Chakraborty, 1978). Today NCC is not compulsory. The enrolment in NCC is ^{on} a voluntary basis.

The recommendation of the Deshmukh Committee to add one year of national service for all young persons passing out of higher secondary schools or pre-university course and before entering employment or the university was not received with favour. Instead of adding one year to the total span of education for the purpose, a more flexible plan for national service as an integral part of education, to run concurrently with academic studies in schools and colleges was suggested (Kuriakose, 1977).

The Ministry of Education which was alive to the problem, deputed Prof. K.G. Saiyidain, the then Education Secretary to study national service in several countries including Yugoslavia, Czechoslovakia, Germany, Norway, Sweden, England, the United States of America, Japan and the Philippines. The report of the study has been published under the title "National Service for Youth". This report coined a number of recommendations about what could be done in India to develop a practicable scheme. It did not favour the introduction of compulsion, which had not been tried in any of those countries. It recommended that national or social service should be introduced on a voluntary basis and extended as widely as possible and that it should offer a rich and varied programme of activities which would provide for an imaginative approach to youth (Government of India, 1969).

Kerpekar (1972) feels that the programme should start from the upper primary stage and continue upto the university so that right attitudes are developed from an early age and every young person would be ultimately brought within the service orbit.

In the light of the recommendation of the Education Commission, the problem of providing opportunities for involvement of students in community work was considered at various levels and eventually the Ministry of Education and Youth Services, Government of India, decided to launch the National Service Scheme during 1969-70 in 38 universities with the objective of imparting education through community service (Jain, 1978).

From its inception, the National Service Scheme (NSS) envisaged to correct the isolation of education from the society by exposing the student community to social realities and thereby creating in them an urge for involvement in social service and national building activities, in addition to their normal academic programmes. Thus the goal of NSS is, 'Education through service' (Rade, 1978). The aims of NSS are to promote national consciousness and a sense of social responsibility, inculcation of discipline, dignity of labour and help in the total development of personality.

The National Service Scheme activities provide for contacts between students and teachers, contacts with different aspects of social and professional life and thereby supply practical opportunities for vocational guidance. The scheme helps to arouse the social conscience of students and provide them with the opportunity to work with the people around the educational institutions creatively and courteously and to put the education they receive to concrete social use (Ministry of Education and Youth Services (1971)).

Originally the National Service Scheme was intended to be an alternative to the NCC. It was expected that every student studying in the first two years of the degree course would choose either the NCC or the NSS, an exemption being given only to outstanding sportsmen for whom special facilities for coaching were to be provided under the National Sports Organisation. Both NSS or NCC were, however, considered to be voluntary for girls. Because of the constraint of resources, the Ministry of Education and Youth Services had to decide to launch NSS on a voluntary-cum-selective basis (John, 1977).

The change of policy from 'compulsion' to 'voluntary' was most welcome and acceptable to students, teachers and the parents alike. But this also posed the problem of motivating students and teachers and mobilising them for community service (Mukerji, 1960).

The Government was aware of the potential model or precedent to fall back, namely the pattern of NCC. But this would have been fatal for the growth and development of the scheme, because NCC is very formal and rigid. NSS has certain amount of vagueness and ambiguity. This ambiguity would help to gear the planners to experiment with different types of programmes best suited to the capacities and needs of different colleges and communities. This state of relative fluidity should be most constructively used to evolve a widely supported movement of students and teachers in community service. Under the NSS, there is no single prototype programme suited to all parts of the country. Problems, needs and resources vary from region to region and from community to community. The programme will therefore have to be prepared taking into consideration the needs of the community, and the interests of the students who have chosen to work in that community. The programmes will have to be tailor-made to suit the constraints and requirements of the community. Both students and teachers who are participating in this scheme are engaged in a most difficult and challenging task. The less rigid and more flexible the scheme is, there will be greater chance of it becoming a genuine movement of students and teachers (Gangrade, 1970).

During the last 15 years NSS has grown tremendously. There has been a substantial increase in the numbers. The coverage now extends to all the states and universities in the country. It has received praise and appreciation from several quarters. It has also been criticised for its shortcomings. There are several promising success stories of which this infant organisation is proud. As Shah (1976) states, the educational value of the NSS is now widely recognised by the students, teachers, parents, guardians, persons in authority in the governments, universities and colleges. The general public has also realised the need for, and significance of the NSS.

The NSS programme covers four aspects (Ministry of Education and Youth Services, 1970). They are:

1) Institutional work

The students may be placed in selected welfare agencies outside the campus as volunteers.

2) Institutional projects

Improvement of campuses, construction of play fields, whitewashing, putting up a park, road, etc.

3) Rural projects

Eradication of illiteracy, minor irrigation works, agricultural operations, health, hygiene, sanitation, development of rural co-operatives, saving drives, construction of rural roads etc. (preferably by adopting villages within the reach of colleges).

4) Urban projects

Adult education, welfare of slum dwellers, training in civil defence, setting up first aid post, hospital work, etc.

Organisation of the activities under NSS

Each NSS volunteer is expected to give 120 hours of service every academic year for a period of two years, on the basis of which certificates will be issued for general participation, special camp and special service project.

The programmes under the National Service Scheme have been categorised into two broad heads, namely (1) Regular or concurrent programmes and (2) Special camping programmes.

1) Regular NSS Programmes

In order to involve the students in a sustained and meaningful programme of rural development, it was decided that every NSS unit should as far as possible, adopt a village or a group of villages or slums. Accordingly many colleges/universities

located in cities have adopted slum areas and those in the rural areas, one or more villages for intensive NSS activities. The colleges hold their special camps in those villages and also held weekend camps or make regular visits during the term time, to those villages in order to carry on the activities throughout the year (Indian Institute of Public Opinion, 1973).

The NSS is undertaking several tasks of social and economic development, through short term measures to fulfil the long term objectives of social policy. Several programmes of NSS are likely to be labelled as piece meal projects. Yet put together, the works undertaken by the NSS units in the different parts of the country go a long way in tackling some chronic problems. Projects such as widening of canals, planting of saplings, health, hygiene and family planning education, constructing roads and laying pipe lines in villages assume importance when judged in the national perspective and longterm social objectives. NSS is an action programme to solve the problems of backward regions.

NSS work is mainly concerned with the weaker sections, namely, Scheduled Tribes and backward classes, since these are the non-integrated groups and form cultural islands in the country. As a national programme, NSS is tackling the problems of illiteracy, organising community work and rendering great service, through its volunteers to the rural, urban and tribal communities (Shah, 1980).

There are numerous programmes which could be adopted by the student youth as part of NSS such as, agricultural development, afforestation, soil conservation, slum clearance, voluntary health services, promotion of family planning programmes, child welfare, prevention of wastage of food grains, eradication of social evils, removal of untouchability, drought and disaster relief measures, rehabilitation of the physically handicapped, welfare of the socially handicapped, emergency relief programmes, recreational activities etc. There is scope also for a variety of other programmes, which the students could undertake, according to their inclinations and feasibility. In the field of education itself, there is a large number of programmes such as school improvement projects, construction of school buildings, improvement and extension of old buildings, compound walls, white washing and repairs to building, compound walls, construction of play grounds, collection of books for the library, setting up book bank etc. From a variety of programmes possible specific programmes suited to local conditions and needs may be selected. An essential feature of the scheme is its flexibility and the freedom it gives to each institution taking part in the scheme to choose its own programmes of social service for adoption by its pupils (Londhe, 1980).

2) Special Camping Programmes

The NSS activities entered a new phase of development with the launching of special camping programme with the theme, 'Youth Against Famine' in 1973 (Shah, 1979). During the subsequent years, the special camping programmes were launched with different themes, like 'Youth Against Dirt and Disease' (1974), 'Youth for Afforestation and Tree Plantation' (1975), 'Youth for Rural Reconstruction' (1976 and subsequent years) and Youth for Ecological Development (1980). While all the NSS volunteers are to be involved in regular programmes, 50 per cent of the allocated strength of volunteers are to be involved in special camping programmes in rotation, so that every volunteer gets chance atleast once to participate in the special camping programmes. Under the special camping programmes, camps are organised in selected/adopted villages/slums areas for a duration of ten days to initiate and promote a variety of constructive programmes relevant to the needs of the community, in cooperation with the various development departments of the government, voluntary organisations, and the people of the area (Shah, 1979).

The growth of NSS has been spotted with spectacular achievements in many fronts, within a few years of its introduction. With the rich dividends of the special camping programmes and their achievements, camping programmes have become an integral part of NSS. They have had a tremendous impact on students (Ministry of Education and Youth Services, 1979).

Through regular or camp programme activities, the students are exposed to the social needs and realities of the community. They are ^{provided} a wide range of opportunities to study the problems of the society at first hand and to understand the implication of their efforts to tackle them (Kulandaiswamy, 1978). Education through service is thus the additive dimension the NSS imparts to the educational system (Mekown, 1979).

Shah (1979) suggested that each college might come forward to adopt villages or slums or institutions within its close proximity. Such a step would provide wide scope for undertaking various activities. In addition, it would help to organise programmes on a continuous basis. Camp activities alone should not receive the main focus. The students should have the scope to go out and work with the community on a regular basis. Repeated NSS activities in the same place over a period of time would bring rich dividends. While commenting on the special camping programmes, Shah (1979) advised that the programme should be relevant to the needs of the community. One way of strengthening the NSS would be to link it up with curriculum.

Soundaravalli (1974) studied the influence of the NSS on selected college students in Coimbatore. She found that:

- 1) The NSS students realised fully their role in nation building activities through service to the community during their leisure time.
- 2) NSS students, when compared to the non-NSS students, ranked better in their positive attitudes towards various aspects of national service, which could be attributed to their close association with developmental activities.
- 3) The assessment of the NSS students by their respective project leaders indicated that the volunteers had imbibed the qualities, such as co-operation, service-mindedness, patience and enthusiasm through their involvement in various projects. The scores obtained by the NSS members and group leaders proved that there was positive influence of leaders on the performance of group members, and
- 4) Participation in college, as well as in the inter-collegiate camp, offered specific and meaningful work experience to the NSS students and gave momentum to the entire programme and contributed towards development of leadership potentialities.

Durga Bai (1979) studied the impact of NSS on students volunteers. Two colleges were selected in Coimbatore district with 25 volunteers selected randomly from each. Specially developed questionnaires were used to collect data from respondents.

The salient findings of her study are:

- 1) 70 per cent of the volunteers said that they had joined NSS to serve the community at large to the best of their ability. 85 per cent of the NSS volunteers expressed that the NSS can do much service to the poor rural and slum dwellers by giving them a better life, improving their socio economic, educational and health aspects.

- 2) 67 per cent volunteers replied that they had gained good qualities, leadership, courage, comradeship, companionship and developed their personality, *and*
- 3) Among the large variety of activities done by NSS volunteers, services involving physical labour were very much liked by large majority of the volunteers. Educational, medical camps, flood, famine and relief camps came next. Of the camp activities, the national integration 10-day camps were the best training ground for the volunteers as they helped to develop national integration among the volunteers.

Kamaleswari (1981) studied the influence of participation in NSS on the student volunteers in Coimbatore district.

Questionnaires were administered to the NSS programme officers as well as student volunteers of 18 colleges in Coimbatore district to understand the functioning of NSS and its impact on the students. The study revealed the following:

- 1) The faculties in the colleges were involved by the constitution of advisory committees, voluntary agencies in the locality. Government departments were also included in the planning and implementation of NSS.
- 2) Due to the motivation given by the authorities, the NSS volunteers developed a concern for the community.
- 3) A variety of activities and programmes were undertaken based on the needs of the community.
- 4) The major accomplishments of NSS reported by the NSS programme officers were in relation to the benefits for the students as well as for the community *and*
- 5) Projects were chosen based on the survey and taking into account the needs and resources of all concerned the community, the students and the officials.

In a study conducted by Annathaibala (1981) on the outcomes of the participation of college students in the NSS, the salient findings are:

- 1) In assessing the volunteers participation in NSS activities, it was noteworthy that service to the handicapped was generally favoured by a majority of 78 per cent of the sample.
- 2) The participation of the volunteers in both the day and special camps was highly encouraging, and quantitative outcomes such as dignity of labour, skill at work, problem solving ability, co-operation, self confidence, organising ability and service mindedness were considerable, and
- 3) The volunteers took an active interest in being members of other extra-curricular activities such as the Dramatics, the Planning Forum and work experience scheme with a majority partaking with vivid interest.

Jaya (1982) studied the attitude of the pupils of the Higher Secondary Schools towards National Service Scheme programmes on 300 students of standards XI and XII in the Higher Secondary Schools of Coimbatore district with a specially devised Likerts 5-point scale and the findings of the study are:

- 1) The NSS students had a favourable attitude towards NSS programmes when compared to non-NSS students.
- 2) Both the urban and rural NSS volunteers showed favourable attitude towards NSS programme.

- 3) Both NSS girls and boys in the urban and rural areas were having favourable attitudes and the difference showed that urban NSS girls were comparatively more favourable towards NSS programmes than urban boys. There was no much difference amongst rural boys and girls, and
- 4) Rural NSS boys had more favourable attitude than urban NSS boys. There was no significant difference in the favourable attitude of rural NSS girls and urban NSS girls.

Summer Camp Reports

In his report on the NSS summer camps organised by Universities and Colleges all over the country during summer vacations, Singh points out that they occupy a special place in the scheme of rural development in as much as they touch the whole gamut of rural life.

Devadas (1977) states that education is the major social instrument to foster the allround development of the student with integrity and moral and human values. It must stem from the roots and culture of the society, its mores, living conditions, problems, goals and aspirations. Only then can education become

relevant to life and contribute to the development of the individual and his society. The incorporation of community and social service in the undergraduate and post graduate curricula of the university is one facet of the university functions as the contributor to the goals of the state and national development.

Thangamani (1978) studied the working of the Community and Social Service (CSS) in operation in selected 28 colleges, affiliated to the University of Madras. She found that:

- 1) The number of villages adopted by individual colleges varied from two to twenty two.
- 2) The staff student ratio for guidance in CSS work was found to be 1:25 in the case of 25 colleges.
- 3) Eighty two per cent of the heads of departments reported that they had been adopting well drawn out plan for CSS on the basis of the problems and needs of the people.
- 4) Survey of the project area was considered to be an important general project. Health education, coaching classes for school children and kitchen gardening were the subject-matter related projects undertaken by a large majority of the colleges.
- 5) A majority of the principals participated in CSS work by discussing the programme with their staff and by giving instructions to the heads of departments as stated by 98 per cent respondents. The participation of the heads of the departments in CSS was by way of discussion with the concerned staff (87 per cent) and by visiting the adopted villages and guiding the students (80 per cent).

- 6) Twenty four out of 28 colleges which had responded had one senior staff member designated for coordinating CSS work. While 20 staff members were serving in part time, four staff served as full time CSS Co-ordinators. The Co-ordinators received guidance from their principals.
- 7) As for the benefit of CSS, 82 per cent of the principals expressed that CSS had given opportunities for the students to serve the community and 82 per cent viewed that it helped the staff to realise the problem in the community.
- 8) Among the students 43 per cent expressed that they could improve children's education through coaching classes. Eighty per cent felt that they could understand rural life, its problems, techniques of working with people and imparting new information to the people, and 68 per cent expressed that they could acquire new skills because of their involvement in CSS.
- 9) Lack of full time Co-ordinator of CSS was the major problem expressed by 95 per cent of the principals. Lack of proper transport was the problem mentioned by 41 per cent of the principals, and
- 10) A large number of the CSS Co-ordinators (91 per cent) felt that only through co-operation of the village people, the CSS work will be successfully carried out.

The findings of the attitude of teachers towards CSS programmes in eight colleges around Coimbatore by Saraswathy (1980) through the use of a rating scale based on Likert's methods on 200 members in the sample revealed that:

- 1) The locality of the institution, kind of management, sex of teachers, native place and place of birth did not trace any effect on the attitude of the college teachers towards CSS.

- 2) There was no significant correlation between sex of the teachers regarding their ranking of benefits of CSS or qualities essential for the successful running of CSS.
- 3) There was significant correlation of the attitude scores of college teachers and their broad interests in activities, responsibilities and sociability.
- 4) The statement "CSS provides a chance for the students and staff for understanding the community" was ranked first among the benefits, *and*
- 5) Service quality and separate staff for CSS work were the suggestions given by the teachers.

The findings of the study of the attitude of postgraduate students towards CSS conducted by Damodaran (1979) are:

- 1) Among the 34 respondents, 13 had strongly agreed and welcomed the CSS as part of the curriculum and 10 had just welcomed, whereas 9 respondents did not express either way and 2 respondents did not welcome the CSS programmes.
- 2) As many as Nineteen respondents had stated that CSS should not be compulsory but voluntary only and 12 respondents had agreed with this statement whereas 3 respondents had favoured compulsory CSS scheme.
- 3) Twenty five respondents had stated that attendance and internal marks were not their motives in doing CSS work, while only 9 respondents had expressed that only for attendance and internal marks, they had participated in CSS.
- 4) Seventeen respondents agreed to the incorporation of CSS in the regular time table, while 12 respondent did not favour CSS programme being brought within the framework of the time table.

- 5) About the advantages and positive points on the introduction of CSS, quite a majority of the respondents had agreed with the benefits of CSS work.
- 6) Regarding the functioning of the CSS, 11 respondents had stated that they had spent time only in travelling but 17 respondents did not agree with this statement. Similarly, only seven respondents had stated that no useful work was carried out under CSS. But 23 respondents stated that useful work was being done under the CSS.
- 7) About the feelings and reactions of the villagers to the visits of the students, as many as twenty three respondents had expressed that the villagers had liked the visit of the students to a great extent. Only four were of the opinion that the villagers did not like the visit of the respondents, seven respondents were not sure about the opinion of the village about their visits to the village. This is a crucial area requiring further study to know the opinion of the villagers, the relevance of CSS and credibility of the students serving in the villages. However, thirty respondents had stated that the CSS enabled them to get a better understanding of the difficulties of the villagers. If this is true, certainly, the students and the CSS programme would make an impact on the villagers, and
- 8) As for the assessment of CSS by the staff members, 14 students felt that the staff members were impartial and fair in assessing the CSS work of the students, while seven respondents did not give their opinion. As many as twenty five were of the opinion that the CSS work assessment did not in any way affect the student teacher relationship. On the other hand, thirty respondents had opined that the CSS work had promoted better relationship between the teacher and the students.

On the whole the student volunteers had very favourable response to the CSS scheme in terms of the positive attitude in welcoming the CSS, in having proper attitude to serve the villagers, to do something useful to the villagers and better relationship with the teachers. Thus the CSS scheme could help to create a very good atmosphere within the college, and good impact on the villagers, provided the contents of the scheme are relevant.

Pillai and Feroze (1966) conducted a study on college students in Coimbatore district towards compulsory NCC training. Their findings are:

- 1) In general cadets had a favourable attitude towards compulsory NCC training; Women cadets had more favourable attitude than male cadets towards compulsory NCC training.
- 2) Previous NCC service in Junior division NCC had not made cadets more favourable than others towards compulsory NCC training in the college, and
- 3) Cadets from financially well placed families had a more favourable attitude than other cadets towards compulsory NCC training.

Pillai (1971) studied in Athiyannur Block in Kerala the impact of functional literacy programme on the learners in 10 centres. The findings are:

- 1) There was positive efforts to teach in the literacy centres. The gain achieved in the literacy and numeracy aspects were not small.

- 2) Nearly one third of the learners read unseen passages at a satisfactory speed also indicate the effectiveness of the instruction imparted.
- 3) Both the teachers and taught desired to have visits by experts in various subjects so that they could clear their doubts and get themselves exposed to important men.
- 4) The attitude of the learners had changed much. They had resorted to saving something from their earnings new technique in their vocation, co-operative endeavor and gave their children every support and facility for study.
- 5) Ability to read name boards in buses, to read news papers, write letters to close relatives, apply mathematical problems in daily life and to live as contributing citizen enjoying fundamental rights and observing duties and responsibilities were the benefits accrued. The learners were punctual and regular in attendance. They were eager to write words and sentences in the notebooks. They raised doubts and co-operated with the teachers in emphasis and drilling major points.
- 6) They had decided to continue studies somehow or other. They expressed the hope that centres should continue and that the learners be supplied with reading material.
- 7) Kitchen gardening, poultry keeping etc., had been attempted by many of the participants, though at a smaller level.
- 8) The learners ^{were} anxious to see places and gather first hand information on things, machinery, human body, agricultural crops, dams, ^{work}shops, factories, manufacturing places, etc.,
- 9) Most of the learners felt that the chance for learning was a god given one and for establishing these centres and for implementing these programmes, they were immensely grateful to the government,
- 10) The teachers expressed satisfaction in the co-operation extended to them by the local people, *and*
- 11) A need oriented and properly motivated educative process alone, according to them will succeed in the state.

A study was undertaken by Reddy and Ramamurthy (1972) in Andhra Pradesh where the Functional Literacy Programme has been implemented. The main objective of the study was to find out the behavioural changes brought about as a result of the Functional Literacy Programme and to analyse the attitude of the participants towards the functional literacy programme. The major findings are:

- 1) Relationship between the functional literacy and stages of adoption of improved agricultural practices such as high yielding varieties of seeds, which can be termed as innovations.
- 2) Education plays an important role in keeping the farmers abreast on latest technology in agriculture, *and*
- 3) There were significant differences in knowledge, awareness, adoption of improved practices between the functional literates and illiterates. The literate group had better knowledge and awareness about improved agricultural practices than the illiterate group.

Gnanaprakasam (1977) investigated the Non-formal Education Programme in Perianaickenpalayam Panchayat Union area to get information about the programme for the administrators, animators and the participants. The sample of the study consisted of 20 Non-formal education centres where adult education classes were held and 200 participants were interviewed by the investigator.

Findings

- 1) Only 10 per cent of the animators were trained in adult education methods.
- 2) Only 5 per cent of the animators possessed a higher educational qualification than the minimum educational qualification.
- 3) All the participants belonged to the age group 15-25.
- 4) Nineteen centres were easily accessible to most of the participants.
- 5) Ninety of the centres were electrified.
- 6) Craft training was introduced in 65 per cent of the centres.
- 7) 9 centres received one visit only by supervisor, 6 centres two visits, 4 centres three visits and one centre did not get any visit at all, and
- 8) Follow up action was taken in the case of 50 per cent of the centres.

A programme of evaluation, concurrently with its progress is an indispensable component of programme activities. It covers not only an appraisal of the results achieved but also an identification of the factors that contributed to them, so that the programme may develop in an orderly fashion, avoid mistakes which can be anticipated and guide future activities into more fruitful channel (Jain, 1969).

Evaluation is necessary in all programmes as pointed out by the FAO(1968):

- 1) Permits realistic definition of programme objectives
- 2) Provides information on a continuous basis, which will indicate the modifications necessary as the programme moves through various phases.

- 3) Helps to verify the adequacy of the method and techniques used.
- 4) Helps to analyse the evidence of behavioural change occurring in individuals and groups.
- 5) Determines the extent of achievement of objectives.
- 6) Contributes to the development of responsible participation, and
- 7) Helps to ensure the interest and involvement of responsibilities of individuals and groups.

Need for Evaluation of NSS

From the years 1977-78 onwards evaluation of regular programmes as well as camping programmes of NSS in the colleges has been undertaken. The responsibility of evaluation has been distributed among four institutions on regional basis to cover the various states. The institutions are the Delhi School of Social Work, the Tata Institute of Social Science, The Madras School of Social Work and the School of Social Work at Vishwa Bharathi (Shantiniketan).

The National Service Scheme was reviewed by a working group appointed by the Ministry of Education and Youth Affairs in the beginning of 1978. The review group brought out that there was enough quantitative evidence on the basis of past experience and suggested that it is both desirable as well as essential to continue the National Service Scheme, though

still on voluntary and selective basis. The group was of the view that the programme needs to be expanded so as to cover progressively a larger percentage of university students. It recommended that the rates of growth during the fifth plan viz 26 per cent, should be maintained, increasing the coverage from 4 lakh students during 1978-79 to about 10 lakh students during 1982-83. The group felt that it is time that NSS should be a part of the university's curricular programme and correlated with and integrated into the system of education so as to bring the teachers and the students closer to the community and enable them to work with, and for the disadvantaged sections of the community (Hungary, 1980).

Shah (1980) points out that evaluation of NSS activities by outside agencies did not yield the desired results. Therefore self evaluation of NSS activities by the university and colleges was felt necessary. The main aim of evaluation is to promote qualitative growth of NSS. The NSS is growing quantitatively but it must be known whether or not it is improving qualitatively also and whether all concerned are involved in it. The self assessment and self appraisal by institutions and individuals involved in NSS should be continuous and constant. Such self assessment would help in improving NSS programmes and enable the persons concerned to devise ways in which the programmes could be made more effective.

So far only sporadic attempts have been made to evaluate NSS by students, staff, programme officers, principals, universities, public and policy makers. However, if NSS is to be functional, it must be evaluated continuously by all concerned, namely the student volunteers, programme officers, principals of colleges, universities and community at large. Self evaluation must be built into the programme of the NSS unit in the colleges and universities and become a vital component of the total learning process. In order to carry out such evaluation, certain guidelines must be provided to the NSS units and the programme officers who should be trained specifically in evaluation techniques.

Self evaluation as Devadas (1980) explains is carried out by the individual member of the unit of his/her own effectiveness, following certain criteria as guidelines. Self evaluation must be purposeful, systematic and continuous in all the different stages of individual/unit's performance. Constant self evaluation is an ongoing educational process, execution of an activity and self evaluation go hand in hand.

Report of the Workshop on Guidelines for Self Evaluation of NSS units (1980) suggests that self evaluation in NSS.

- 1) Helps to examine and determine the extent to which the NSS unit is accomplishing what it sets out to do.
- 2) Helps all concerned to be clear about the purpose of the activities undertaken by them.

- 3) Helps in understanding the factors which make for success or failure of the various undertakings.
- 4) Gives the basis for improving the NSS programmes
- 5) Helps the student volunteers and teachers limit the objectives to those they can actually accomplish.
- 6) Serves as check on their methods and approaches.
- 7) Increases their confidence in the programme.
- 8) Helps to appraise the effectiveness of organisations, administrative and supervisory procedures, and
- 9) Provides information about the community with whom they work and the impact of NSS on all concerned.

Evaluation must be continuous. Self evaluation of NSS programmes by the individual colleges/universities must be a regular activity. There is a need to formulate the evaluation procedures with a research orientation in NSS work. This is particularly important, when greater participation, leadership and involvement of youth in the nation building activities are envisaged (Devadas, 1980).

The field workers specially the student volunteers, programme officers, programme co-ordinators, should be provided with materials from which they can derive guidance on various programmes to be taken up under the NSS. They should be told how to go about doing an activity properly. Some Do's and Don'ts and information about the agencies or organisations of Government Departments whose co-operation should be sought in implementing the programmes etc. must be explained to the NSS groups (Chakrab 1978).

III. METHODOLOGY

The study on the impact of National Service Scheme programmes on the students, teachers and community was an empirical one based on primary data collected from the ground. As such the survey method was utilised and the required information collected by administering a self evaluative questionnaire to the NSS volunteers, a questionnaire to the NSS Programme Officers to elicit the impact of NSS on the volunteers as viewed by the NSS Programme Officers, a self evaluative questionnaire to the NSS Programme Officers themselves and interviewing the representatives of the community with the help of an interview schedule. Accordingly the procedures adopted comprised the following steps:

- 1) Selection of the area
- 2) Selection of the sample
- 3) Selection of the tools for the study
- 4) Developing the questionnaire and interview schedule
- 5) Pretesting the questionnaire and interview schedule
- 6) Administering the questionnaires and conducting the interview and
- 7) Organising, tabulating and critically analysing the data

1) Selection of the Area

All the colleges affiliated to the Madurai Kamaraj University were selected for the study, since Sri Avinashilingam Home Science College Training and Orientation Centre, NSS, where the Investigator

of the present study is working, caters to the training needs and other consultancy requirements relating to the National Service Scheme of that university.

2) Selection of the Sample

The sampling method used in this investigation was the stratified random sampling method. Ten NSS volunteers were selected by the stratified random method from one unit each of all the colleges affiliated to Madurai Kamaraj University, the NSS Programme Officers of the respective colleges, and ten members of the village, adopted by the colleges for carrying out the regular and special camping programmes, constituted the samples for the study.

Since enumeration of all the NSS volunteers, NSS Programme Officers and the community people was not possible, the sample census was used. As Zarkovish (1969) describes sample census is the procedure by which the information required on a census programme is obtained from a subsample of the units belonging to the population to be enumerated.

3) Selection of the Tools for the Study

Self evaluation questionnaires for the NSS volunteers, assessment sheet for assessing the NSS volunteers by the NSS Programme Officers and enquiring their views on the impact of the NSS programmes on the NSS volunteers, self evaluation questionnaire for the NSS Programme Officers, and interview schedule for interviewing the village people about the impact of the NSS programmes on the community, were the tools selected for the study owing to their suitability.

4) Developing the Questionnaires and Interview Schedule

Since the aim of the study was to evaluate the impact of the NSS programmes on students, teachers and the community, a self evaluative questionnaire to the NSS volunteers, a questionnaire on the impact of the NSS programmes on the volunteers as viewed by the NSS Programme Officers, a self evaluative questionnaire on the NSS Programme Officers and an interview schedule specially meant for the community people to collect the information regarding the effect of NSS programmes on the community were carefully designed and developed. The questionnaires and the interview schedule consisted of three major parts namely, personal data, details of service in NSS and effects of NSS on them.

As the composition of the universe was known to the investigator, it was possible to select a sample by taking sub samples of 10 NSS volunteers from each unit by the random sampling method. The NSS Programme Officers of all the colleges affiliated to Madurai Kamaraj University were personally contacted by the investigator with the permission of the principals of the respective colleges and they were fully apprised of the purpose of the study and detailed instructions were given as to how to administer the questionnaires. They were requested to select at stratified random, a sample of 10 NSS volunteers by giving equal representation of 5 each of those who were in NSS for one year and those who were in NSS for two years from each NSS unit of the colleges to secure a reliable sample and administer the self evaluation questionnaire specially evolved for the purpose. The NSS Programme Officers of the colleges were also requested to fill in the questionnaire to note the impact of NSS programmes on the volunteers as viewed by the NSS Programme Officers themselves on the same 10 volunteers on whom the self evaluative questionnaires were administered. The NSS Programme Officers were requested also to fill the self evaluative questionnaire specially evolved for them to study the impact of the NSS programmes on the volunteers as viewed by the Programme Officers

An interview schedule to study the impact of the NSS programmes on the community was evolved and the Programme Officers were requested to select at random 10 community people giving representation to women of the village, adopted by the college NSS units where NSS regular programmes and camping programmes were being carried out, and interviewed them with the help of the interview schedule to study their views regarding the impact of the NSS programmes.

5) Pretesting the Questionnaires and Interview Schedule

In order to find out the reliability of the tools, the questionnaires and the interview schedules thus developed were pretested on a sample of 50 NSS volunteers belonging to 5 colleges and not included in the sample for the study, five NSS Programme Officers of the same colleges and 50 community people at the rate of 10 from each of the adopted villages of the said five colleges. The pretesting was helpful in deleting irrelevant questions, in adding the suggested questions which seemed to be important for the study and in modifying the language of the questions which were not easily intelligible to the respondents.

6) Administering the questionnaires and Conducting the Interview

The NSS Programme Officers of the colleges administered the self evaluation questionnaire to the NSS volunteers (appendix as Appendix I), filled in the sheet for assessing the NSS volunteers by the NSS Programme Officers (Appendix II), completed the self evaluative questionnaire for the NSS Programme Officers (Appendix III) and interviewed the community people of the adopted villages with the help of the interview schedule (Appendix IV).

The questionnaires and the interview schedule called for information such as the colleges' and the individuals' background, role in NSS, work experience in NSS and the impact of NSS on them. Since much information had to be gathered from the sample and since the colleges were far and wide, the questionnaires and the interview schedule were personally handed over to the NSS Programme Officers of the colleges and they were requested to administer them and return the filled in schedules to the investigator.

The NSS Programme Officers were requested to administer the questionnaire to the NSS volunteers, themselves and to carry out the interview with the help of the interview schedule. Out of 79 Programme Officers of the Colleges affiliated to the Madurai Kamaraj University, to whom the questionnaires and

schedule related to the study of the impact of the NSS program on the students, teachers and the community were personally handed over with necessary directions, 65 Programme Officers had returned the filled in questionnaires and schedule by mail to the investigator within three months; thus the return received was 82 per cent. It was a good response. Thus there were in all self evaluative responses from 654 NSS volunteers from 65 colleges affiliated to Madurai Kamaraj University, 65 NSS Programme Officers' views on the impact of the NSS Programmes on the aforesaid 654 NSS volunteers, 65 self evaluative questionnaires on the Programme Officers and the filled in interview schedule from 654 community people from the adopted villages of the 65 colleges roughly at the rate of 10 from each community.

7. Organising, Tabulating and Critically Analysing the Data

The data obtained from the questionnaires and the interview schedule were exhaustive, although informative. It was extremely difficult to accomplish the simplification, quantification, statistical analysis and generalisation. Each and every NSS volunteer, and NSS Programme Officer, had given his individual opinion, entirely different from others.

The data collected were consolidated, tabulated and analysed using percentages and other statistical treatments for comparisons and described in detail in chapter IV.

RESULTS AND DISCUSSION

IV. RESULTS AND DISCUSSION

The National Service Scheme (NSS) programmes are collaborative activities involving team work between the NSS volunteers, NSS Programme Officers and the community people. What is the impact of the participation of these three groups? In order to study the impact of National Service Scheme programmes on the three groups, it is pertinent to know the background of the three partners, their socio-economic conditions, aspirations and constraints. The results of the study, which was planned and implemented to elicit the impact, are presented and discussed under the following headings:

- A. Background information about the NSS volunteers
- B. The impact of NSS programmes on the students as revealed by the
 - I. NSS volunteers and
 - II. NSS Programme Officers
- C. Background information about the NSS Programme Officers
- D. The impact of NSS programmes on the Programme Officers
- E. Background information about the village community and the impact of the NSS programmes as seen by the community.

A. Background Information about the NSS Volunteers

The background information about the NSS volunteers includes:

- 1) Details of the NSS students
- 2) The participation of students in NSS programmes

1) Details of the NSS students

A total of 654 volunteers 462 males (70.6 per cent) and 192 females (29.4 per cent) constituted the sample for the study.

a) Age distribution

The agewise distribution of the sample is presented in Table I.

TABLE I

AGE DISTRIBUTION OF THE NSS STUDENTS

S.No.	Age years	Male (N=462)	Female (N=192)	Total (N=654)
1.	17	38 (8.2)	13 (6.8)	51 (7.8)
2.	18	120 (25.9)	48 (25.0)	168 (25.7)
3.	19	149 (32.3)	85 (44.3)	234 (35.8)
4.	20	86 (18.6)	28 (14.6)	114 (17.4)
5.	21	48 (10.4)	12 (6.3)	60 (9.2)
6.	22	21 (4.6)	6 (3.1)	27 (4.1)

Of the student volunteers who responded to the questionnaire 35.8 per cent were 19 years old; 25.7 per cent were 18 years, and the others were in the 17, 20, 21 and 22 year ranges.

b) Classes studying

The classes in which the NSS volunteers are studying are given in Table II.

TABLE II

CLASSES IN WHICH THE VOLUNTEERS ARE STUDYING									
S.No.	Class	I Year		II Year		III Year		Total	
		No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
								(N=654)	
								Males - 4	
								Females - 1	
1.	<u>B.A.</u>								
	Male	40	6.1	66	10.1	58	8.8	164	
	Female	12	1.8	39	4.6	18	2.8	60	
	Total	52	7.9	96	14.7	76	11.6	224	
2.	<u>B.Sc.</u>								
	Male	42	6.4	78	11.9	41	6.3	161	
	Female	14	2.1	42	6.4	14	2.1	70	
	Total	51	7.8	126	19.3	54	8.3	231	
3.	<u>B.Com.</u>								
	Male	21	3.2	96	13.2	30	4.6	137	
	Female	10	1.5	37	5.7	15	2.3	62	
	Total	28	4.3	126	19.3	45	6.9	199	

More than 53 per cent NSS volunteers in the present investigation were in the second year of the Bachelor's course. The number of volunteers was B.A., 34.3 per cent, B.Sc., 35.3 per cent, and B.Com. 30.4 per cent.

c) Subjects of specialisation

The subjects of specialisation of the volunteers are given in Table III.

TABLE III

SUBJECTS OF SPECIALISATION OF VOLUNTEERS

S.No.	Subjects	Number	Per cent
1.	Mathematics	79	12.1
2.	Physics	65	9.9
3.	Chemistry	82	12.5
4.	Zoology	67	10.2
5.	Botany	31	4.7
6.	Economics	69	10.6
7.	History	73	11.2
8.	Philosophy	25	3.8
9.	English Literature	26	3.9
10.	Tamil Literature	26	3.9
11.	Commerce	<u>111</u>	<u>17.0</u>
		654	100.0

Facultywise, 49.4 per cent were from science faculty.

This confirms to a very large extent that the science students in undergraduate class have better and varied interests.

*Serious
generalization
NSSPOs 7
Pg. 121*

d) Place of residence

In the sample, 61.9 per cent were day scholars.

e) Occupation of the parents

The occupation of the parents is given in Table IV.

TABLE IV

OCCUPATION OF THE PARENTS

S.No.	Occupation of the parents	Number	Per ce
1.	Farmer	219	33.5
2.	Business	108	16.5
3.	Teacher	90	13.8
4.	Clerk	45	6.9
5.	Cooli	33	5.1
6.	Engineer	18	2.8
7.	Retired personnel	18	2.8
8.	Ex-Servicemen	9	1.4
9.	Auditor	9	1.4
10.	Peon	6	0.9
11.	Lawyer	6	0.9
12.	Tailor	6	0.9
13.	Broker	6	0.9
14.	Doctor	6	0.9
15.	Cashier	6	0.9
16.	Weaver	6	0.9
17.	Others	63	9.6
		654	100

Farming was the occupation for 33 per cent of the parents. 16.5 per cent were in business; 13.8 per cent were teaching and the others were Engineers, Coolies, Doctors, Retired Personnel, Ex-Servicemen, Lawyers, Weavers and other occupations.

f) Income of the parents

Table V gives the annual income of the parents.

TABLE V

ANNUAL INCOME OF THE PARENTS			
S.No.	Annual Income	Number	Per cent
	Rs.		
1.	Below 1000	81	12.4
2.	Between 1001 - 2000	201	30.7
3.	Between 2001 - 3000	102	15.6
4.	Between 3001 - 4000	48	7.3
5.	Between 4001 - 5000	39	5.9
6.	Between 5001 - 6000	42	6.4
7.	Between 6001 - 7000	21	3.2
8.	Between 7001 - 8000	12	1.8
9.	8000 and above	<u>108</u>	<u>16.5</u>
		654	100.0

The annual income of the parents of the NSS volunteers presents a varied picture; 30.7 per cent of students' families come under Rs.1001-2000 which is the largest group. In the least income group, that is below Rs.1000/- were 12.4 per cent and the highest income group, that is, above Rs.8000/- was 16.5 per cent.

g) Years of experience in NSS

The number of years the volunteers were in NSS is presented in Table VI.

TABLE VI

NSS EXPERIENCEWISE DISTRIBUTION OF THE SAMPLE			
S.No.	Period	Number	Per cent
1.	1 Year	330	50.5
2.	2 Years	324	49.5
		654	100.0

The sample consisted of almost equal number, those in NSS for one year 50.5 per cent, and for two years, 49.5 per cent.

B. The Impact of NSS Programmes on the Students as Revealed

I. NSS Volunteers

1) Reasons for joining the NSS

The reasons for joining the NSS as given by the NSS volunteers, sexwise and yearwise are given in Table VII.

TABLE VII

THE VOLUNTEERS' REASONS FOR JOINING NSS

S.No.	Reasons	Num- ber (N=654)	Per- cent	Male		Female		1 Year		2 Years	
				No.	Per- cent (N=462)	No.	Per- cent (N=192)	No.	Per- cent (N=330)	No.	Per- cent (N=324)
1.	Social Service	300	45.9	200	43.3	100	52.1	135	40.9	165	50.9
2.	The NSS activities are interesting	101	15.4	72	15.6	28	14.6	41	12.4	60	18.5
3.	Service to the community	72	11.0	55	11.9	17	8.9	30	9.1	42	12.9
4.	Desire for social contact	72	11.0	49	10.6	23	11.9	31	9.4	41	12.7
5.	Self interest	18	2.8	12	2.6	6	3.1	9	2.7	9	2.8
6.	The aims and obje- ctives of NSS	12	1.8	8	1.7	4	2.1	8	2.4	4	1.2
7.	To make use of leisure time	3	0.5	2	0.4	1	0.5	1	0.3	2	0.6

To do social service was the dominant motivating force among the reasons which induced a large 45.9 per cent of the students to join NSS, females 52.1 per cent and 43.3 per cent males. 50.9 per cent of the second years and 40.9 per cent of the first years had given the same reason.

2) Regularity in the NSS work

It is remarkable, that 100 per cent of the students were regular in the NSS work.

3) Projects liked most

The projects liked most by the NSS volunteers with reasons are presented in Table VIII.

Sl. No. Liked most

1. Manual labour
2. Coaching sch who are weak subjects
3. Adult educat
4. Tree plantin
5. Medical and services
6. Organising c programmes
7. Campus cleas
8. Deepening w
9. Gardening
10. Service ren eye camp
11. Traffic con
12. Small savin
13. Getting loa banks
14. Working in
15. Road cleani
16. Socio econo
17. Organising
18. Cleaning te
19. Service in
for the blind

Contd..

Sl. No. Liked most

20. Environmental

21. Nutrition educ

22. Soil testing s

23. Organising and
ing festivals

24. Service to the
people

25. Service render
orphanges and
homes

26. Construction

27. Organising bo

28. Blood donatio

29. Service to th

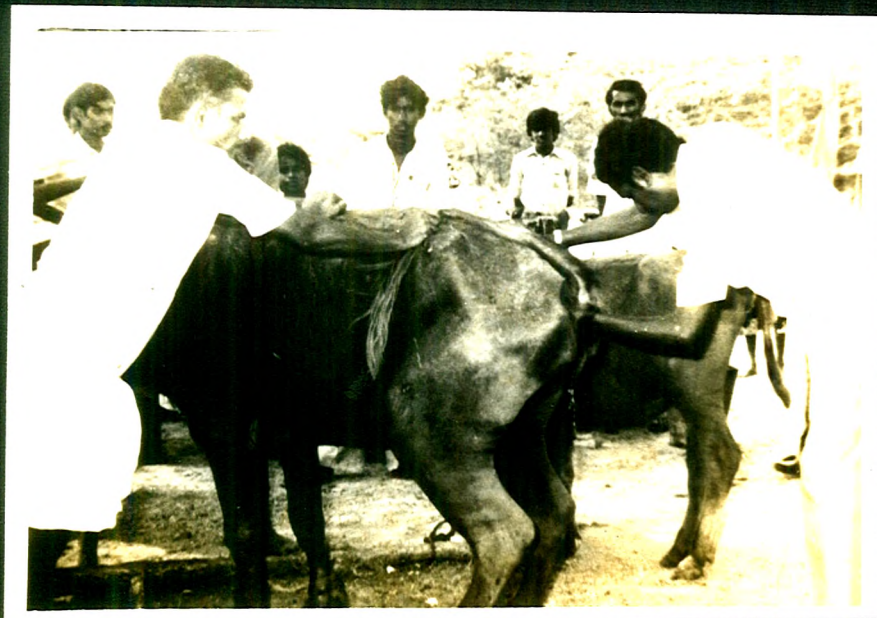
30. Field work

31. Civic service

32. Triple antige



Health and



Veterinary Service

There were 32 types of projects that attracted the students to NSS. Manual labour 42.2 per cent, to get experience in the field; coaching the pupils weak in subjects 22.5 per cent, to supplement their education; adult education which is a national concern 22.0 per cent, to remove illiteracy; tree planting 18.8 per cent, for getting rains and prevention of soil erosion; medical and health services 17.9 per cent, to improve the health status and prevention of diseases and organising cultural programmes 14.2 per cent, for propagating new ideas.

More female volunteers have indicated the following as the projects liked most; adult education, females 28.1 per cent, males 14.5 per cent; medical and health services females 24.5 per cent, males 15.2 per cent; organising cultural programmes females 17.2 per cent, males 12.9 per cent; campus cleaning females 16.7 per cent, males 11.9 per cent; gardening females 16.2 per cent, males 10.8 per cent; deepening the water tank females 16.2 per cent, males 10.8 per cent; nutrition education females 7.3 per cent, males 0.9 per cent and service rendered in the orphanages and destitute homes females 4.2 per cent, males 0.9 per cent.

When the projects liked most were compared amongst the volunteers, who had been in NSS for one year and two years, the following picture emerged:

	<u>I Year</u> <u>Per cent</u>	<u>2 Years</u> <u>Per cent</u>
Adult education	25.8	18.2
Coaching pupils who are weak in subjects	27.3	15.4
Tree planting	27.3	10.2
Organising cultural programmes	16.1	12.3
Campus cleaning	15.2	11.4
Traffic control	9.1	4.6
Socio economic survey	7.6	4.3
Road cleaning	4.6	7.4
Cleaning the temple	3.0	6.2
Working in the slums	6.1	6.8
Nutrition education	1.8	3.7

All the NSS volunteers who participated in this ^{study} said that the NSS projects were of practical help to them.

The nature and type of practical help the projects had provided to the volunteers are given in Table IX, sexwise and yearwise.

TABLE IX

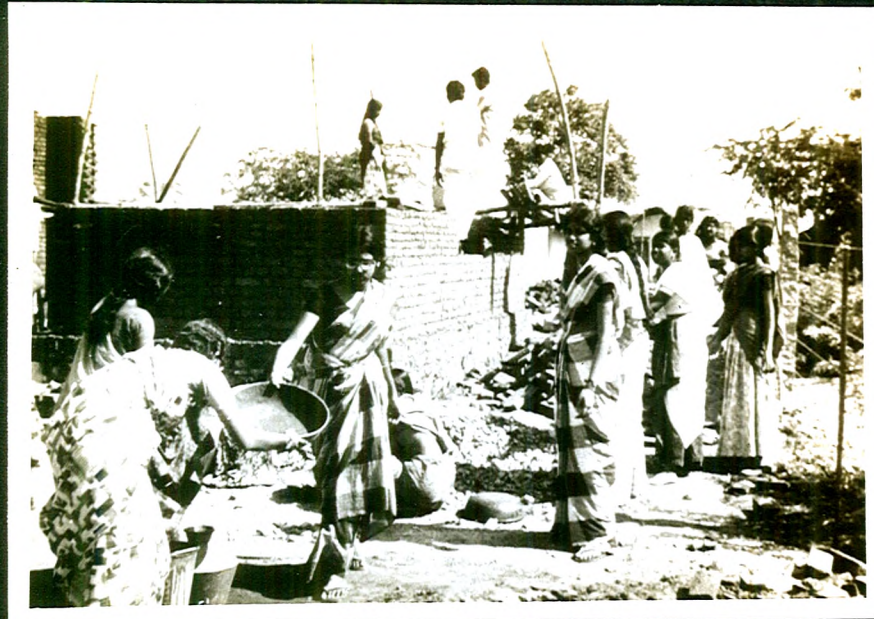
THE NATURE OF PRACTICAL HELP DERIVED BY THE VOLUNTEERS FROM THE PROJECTS

Sl. No.	Practical help	Num-ber	Per-cent	Male		Female		1 Year		2 Years	
				No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
		(N=654)		(N=462)	(N=192)	(N=330)	(N=324)				
1.	Service motive	66	10.1	41	8.9	25	13.0	31	9.4	35	10.8
2.	Knowing the people and their living conditions	63	9.6	37	8.0	26	13.5	27	8.2	36	11.1
3.	Practical experience	57	8.7	32	6.9	25	13.0	29	8.8	28	8.6
4.	Laying garden	39	5.9	18	3.9	21	10.9	20	6.1	19	5.9
5.	Skills in doing manual work	36	5.5	26	5.6	10	5.2	17	5.2	19	5.9
6.	Nutrition knowledge	33	5.1	8	1.7	25	13.0	19	5.8	14	4.3
7.	Training in teaching and leadership	27	4.1	15	3.3	12	6.8	14	4.2	13	4.0
8.	Sense of responsibility	21	3.2	11	2.4	10	5.2	13	3.9	8	2.5
9.	Helping the destitutes	18	2.8	8	1.7	10	5.2	8	2.4	10	3.1
10.	Learning many new ideas and personality improvement	18	2.8	10	2.2	8	4.2	9	2.7	9	2.8
11.	Training in home nursing	12	1.8	7	1.5	5	2.6	4	1.2	8	2.5
12.	Knowing about development through social activities	9	1.4	5	1.1	4	2.1	4	1.2	5	1.5
13.	Knowledge of land reforms	9	1.4	5	1.1	4	2.1	4	1.2	5	1.5

The key fields wherein the volunteers got practical experience were: service motive 10.1 per cent; knowing about the people and their living conditions 9.6 per cent; practical experience in the work 8.7 per cent; sense of responsibility 3.2 per cent; Service motive 13.0 per cent; laying garden 10.9 per cent, nutrition knowledge 13.0 per cent, Practical experience in the work 13.0 per cent and training in teaching and leadership 6.8 per cent, were the practical help bestowed to female volunteers than male volunteers.

There was not much variation between those who were in NSS for one year and those who were in NSS for two years.

Table X presents the successful projects under regular activities.



NSS Volunteers at work

TABLE X

SUCCESSFUL PROJECTS IN REGULAR PROGRAMMES

1. o.	Achievements	Num-ber	Per-cent	Male		Female		1 Year		2 Years		Role
				No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	
		(N=654)		(N=462)	(N=192)	(N=330)	(N=324)					
1.	Laying road	212	32.4	150	32.5	62	32.3	98	29.7	114	35.2	
2.	Tree planting	129	19.7	65	14.1	64	33.3	78	23.6	51	15.7	
3.	Gardening	108	16.5	50	10.8	58	30.2	60	12.1	68	20.9	
4.	Coaching school pupils	96	14.7	28	6.1	68	35.4	42	12.7	54	16.7	
5.	Adult education in rural areas	74	11.3	40	8.7	34	17.7	32	9.7	42	12.9	Active
6.	Cleaning roads	60	9.2	43	9.3	17	8.9	25	7.6	35	10.8	partic
7.	Deepening tanks	42	6.4	33	7.1	9	4.7	22	6.7	20	6.2	pation
8.	Organising medical camp	42	6.4	30	6.5	12	6.3	20	6.1	22	6.8	in all
9.	Building construction	33	5.1	28	6.1	5	2.6	15	4.6	18	5.6	projec
0.	Blood donation	30	4.6	20	4.3	10	5.2	18	5.5	12	3.7	
1.	Cleaning college campus	30	4.6	20	4.3	10	5.2	18	5.5	12	3.7	
2.	Celebration of national days	21	3.2	15	3.3	6	3.1	15	4.6	6	1.9	
3.	Opening of new bus route by approa- ching concerned authorities	18	2.8	18	3.9	4	-	10	3.0	8	2.5	
4.	Construction of NSS park	15	2.3	15	3.3	-	-	5	1.5	10	3.1	
5.	Family planning film shows	12	1.8	12	2.6	-	-	6	1.8	6	1.9	

The various projects undertaken by the NSS volunteers showed commendable achievements. Laying roads 32.4 per cent; tree planting 19.7 per cent; gardening 16.5 per cent; adult education in rural areas, 11.3 per cent and coaching school pupils who were weak in subjects 14.7 per cent were some of the noteworthy activities. More per centage of female volunteers have marked gardening; females 30.2 per cent, males 10.8 per cent; tree planting females 33.3 per cent, males 14.1 per cent; adult education in rural areas females 17.7 per cent, males 8.7 per cent and coaching students females 35.4 per cent males 6.1 per cent (than their male counterparts), whereas project such as building construction (males 6.1 per cent females 2.6 per cent) was numbered by more male volunteers than female volunteers. The achievements of successful projects so far as the volunteer who were in NSS for one year and two years were almost equal except in tree planting first years 23.6 per cent, second years 15.7 per cent and gardening first years 12.1 per cent second years 20.9 per cent.

Table XI presents the projects liked least, with the reasons given by the sample.

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Sl. No. Projects]

1. Manual work

2. College camp

3. Road cleani
cleaning th

4. Medical and
Family plan

5. Road laying
play ground

6. Pest manage
planting ne

7. Traffic co

8. Starting o
societies
and gettin
the bank

9. Constructi

Some projects were not liked by a few volunteers. For example, road cleaning (4.4 per cent) manual work (6.4 per cent) and campus cleaning 4.6 per cent for valid reasons.

Comparing the projects least liked by the male and female volunteers, the following were least liked by women. Road cleaning 13.5 per cent against 2.8 per cent males as the work was hard; manual work 13.0 per cent against 3.7 per cent males as the work was tough one.

Comparing the projects liked least by the volunteers who were in NSS for one year, and for two years, there is not much difference in the projects liked least amongst them.

The nature/details of the camp activities undertaken by the volunteers are given in Table XII.

TABLE XII

NATURE/DETAILS OF THE CAMPS

S.No.	Nature/details of camp	Number (N=654)	Per cent
1.	Youth for Rural Reconstruction camp	216	33.0
2.	Eco Development camp	177	26.2
3.	Medical camp	81	12.4
4.	Eye camp	15	2.3
5.	Improvement of environmental sanitation camp	15	2.3
6.	First aid camp	6	0.9

Participation in special camps secured the attendance of 77.1 per cent by the volunteers. Involvement of volunteer group leaders and camp leaders in the camps gave them an insight into the major role taken by volunteers (77.5 per cent group leaders (18.3 per cent) and camp leaders (4.1 per cent)

The different projects undertaken during the special camps are presented in Table XIII.

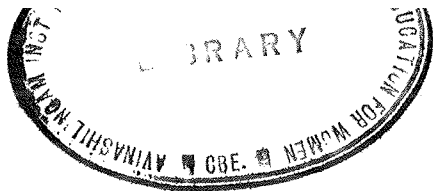


TABLE XIII

PROJECTS UNDERTAKEN DURING THE SPECIAL CAMPS

S.No.	Projects undertaken	Number (N=654)	Per cent
1.	Cultivation of barren lands	189	28.9
2.	Road laying	111	16.9
3.	Tree planting	105	16.1
4.	Road cleaning	57	8.7
5.	Medical activities	45	6.9
6.	Construction of latrine	42	6.4
7.	Construction of drinking water storage tank in the school	39	5.9
8.	Construction of metal road to the school	39	5.9
9.	Building construction	30	4.6
10.	Cultural programmes	30	4.6
11.	Cleaning the ancient monuments	24	3.7
12.	Cleaning drains in the village	21	3.2
13.	Vaccination drive	18	2.8
14.	Sanitation drive	15	2.3
15.	Setting up a park	15	2.3
16.	Conducting sports to the villagers	12	1.8
17.	Weed removing campaign	12	1.8
18.	White washing the school walls	6	0.9
19.	Traffic and crowd control	3	0.5
20.	Putting fencing to the school compound	3	0.5
21.	Rendering first aid	3	0.5
22.	Adult education	3	0.5

Several projects were found to be common in the NSS camp organised by the different colleges: Cultivation in barren lands (28.9 per cent); road laying (16.9 per cent); tree planting (16 per cent); road cleaning (8.7 per cent); construction of latrine (6.4 per cent) and medical activities (6.9 per cent).

The achievements during the special camps are given in Table XIV.

S.No. Name of the

1. Rural Reconstruction
camp

2. Ecological development
camp

3. Medical camp

4. Three day camp

5. Eye camp

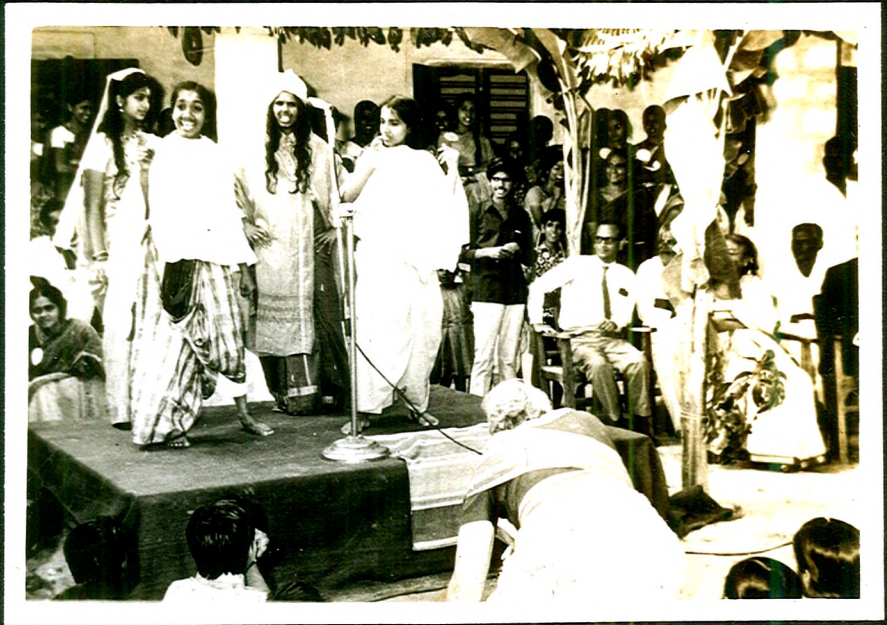
6. One day camps

7. Family welfare

In the special camps 21.7 per cent males and 19.8 per cent female volunteers had ^{mentioned} given achievements like road laying construction of buildings and others.

More percentage of those who were in NSS for two years had given rural reconstruction camp (Two years 26.5 per cent and one years 15.8 per cent) and ecological development camp (Two years 19.8 per cent and one year 17.9 per cent) as achievements. There was no difference between males and females ^{among} and those in the NSS for one year and those for two years in these achievements.

Table XV presents the personal gains acquired by the NSS volunteers by participating in camps.



Creation and Recreation by NSS Volunteers



TABLE XV

PERSONAL GAINS BY PARTICIPATION IN THE CAMPS

S.No.	Gain	Num- ber (N=654)	Per- cent	Male (N=462)		Female (N=192)		1 Year (N=330)		2 Years (N=324)	
				No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
1.	Team spirit, tolerance, co-operation and adjustment	126	19.3	78	16.9	48	25.0	62	18.8	64	19.8
2.	Moving freely with people	117	17.9	84	18.2	33	17.2	54	16.4	63	19.4
3.	Satisfaction	81	12.4	50	10.8	31	16.2	30	9.1	51	15.7
4.	Servicemindedness, helping tendency	75	11.5	45	9.7	30	15.6	37	11.2	38	11.7
5.	Knowledge about eco-system	60	9.2	34	7.4	26	13.5	24	7.3	36	11.1
6.	Understanding rural situation	57	8.7	35	7.6	22	11.5	27	8.2	30	9.3
7.	Willingness to work	48	7.3	28	6.1	20	10.4	20	6.1	28	8.6
8.	Leadership quality	48	7.3	36	7.8	12	6.3	15	4.6	33	10.2
9.	Dignity of labour	42	6.4	30	6.5	12	6.3	30	9.1	12	3.7
10.	Acquired sense of responsibility	36	5.5	21	4.6	15	7.8	16	4.9	20	6.2
11.	Keeping surroundings clean	36	5.5	18	3.9	18	9.4	15	4.6	21	6.5
12.	Removal of shyness, self confidence	27	4.1	17	3.7	10	5.2	15	4.6	12	3.7
13.	Civic sense	12	1.8	8	1.7	4	2.1	6	1.8	6	1.9
14.	Skills in programme development	9	1.4	5	1.1	4	2.1	5	1.5	4	1.2
15.	Engage in creative social action	3	0.5	2	0.4	1	0.5	-	-	3	0.9

The NSS volunteers reported many personal gains because of their participation in the NSS camps, namely, team spirit, co-operativeness, adjustment (19.3 per cent) satisfaction (12.4 per cent); move freely with people (17.9 per cent) servicemindedness and helping tendency (11.5 per cent) and willingness to work (17.3 per cent).

The college NSS units had drawn the objectives of the NSS in the light of the situations around them and they had been carrying out the NSS programmes for fulfilling these objectives.

Table XVI presents extent of fulfilment of the objectives set by the NSS units.

TABLE XVI

EXTENT OF FULFILMENT OF THE OBJECTIVES

S.No.	Objectives	Extent of fulfilment (N=65)			
		Total	Per- cent	Some- what	Per- cent
1.	Opportunity to work with people	243	37.2	30	4.6
2.	Service to the community	30	4.6	39	5.9
3.	Social work	18	2.8	--	-
4.	Creating awareness about social realities among people	9	1.4	33	5.1
5.	Social service	--	-	6	0.9
6.	Putting classroom knowledge to use	6	0.9	-	-
7.	Making NSS more meaningful	6	0.9	-	-
8.	Expose students to understand the realities of the country	6	0.9	-	-
9.	Help the students realise the dignity of labour	6	0.9	-	-
10.	Involving students in national service	6	0.9	-	-
11.	Reach village people and provide opportunity to work with people	6	0.9	-	-

Fulfilment of the objectives of the NSS made attempts over common needs and cause. A few are: opportunity ^{to} work with people 37.2 per cent; service to the community 4.6 per cent and others.

The failures or the shortcomings in the projects are presented in Table XVII.

TABLE XVII

FAILURES OR SHORTCOMINGS IN THE EXECUTION OF THE PROJECTS			
S.No.	Failures/shortcomings	Number (N=654)	Per ce
1.	Absence of some government officials during project work	45	6.9
2.	Lack of co-operation from some departments	30	4.6
3.	No vehicle facility	30	4.6
4.	Cattle menace during seedling plantation	24	3.7
5.	Not enough tools and implements to work	12	1.8
6.	No follow up work	9	1.4
7.	No proper planning	3	0.5
8.	Lack of finance	3	0.5

All the NSS volunteers had said that the NSS projects are successful ones. A few had also mentioned some projects as failures and they were due to the absence of some government officials during the project work (6.9 per cent); lack of co-operation from some departments (4.6 per cent); no vehicle facility (4.6 per cent); cattle menace after seedling plantation (3.7 per cent) not enough tools and implements to work (1.8 per cent).

and no follow up work (1.4 per cent). The volunteers had said that these problems could be solved through: persuading the government officials and the departments to participate in the programmes and by involving them during the planning and implementation stages.

Fencing, involving the inhabitants of the locality and entrusting them with the responsibility of looking after the trees planted near their houses under the scheme "Adoption of Trees", were the suggestions given to make tree planting successful.

Table XVIII gives the achievements of the volunteers under different categories, namely, educational, social, ethical and recreational.

TABLE XVIII

ACHIEVEMENTS AS NSS VOLUNTEERS

Sl. No.	Achievement	Num-ber (N=654)	Per-cent	Male (N=462)		Female (N=192)		1 Year (N=330)		2 Years (N=324)	
				No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Educational											
1.	Knowledge about development	27	4.1	15	3.2	12	6.3	13	3.9	14	4.3
2.	Coaching children and in adult education classes	21	3.2	16	3.5	5	2.6	12	3.6	9	2.8
3.	Knew about eco-development	12	1.8	6	1.3	6	3.1	6	1.8	6	1.9
4.	Knew first aid	6	0.9	4	0.9	2	1.0	3	0.9	3	0.9
5.	Becoming a social worker and leader	3	0.5	2	0.4	1	0.5	-	-	3	0.9
6.	Got training in teaching	3	0.5	2	0.4	1	0.5	3	0.9	-	-
7.	Creating awareness about social realities	6	0.9	4	0.9	2	1.0	3	0.9	3	0.9
Social											
1.	Service to the people and helping tendency	39	5.9	27	5.8	12	6.3	17	5.2	22	6.8
2.	Knowledge about rural poverty	18	2.8	12	2.6	6	3.1	8	2.4	10	3.1
3.	Group action	12	1.8	8	1.7	4	2.1	6	1.8	6	1.9
4.	Sociableness	12	1.8	6	1.3	6	3.1	6	1.8	6	1.9
5.	Tree planting (avenue trees)	9	1.4	5	1.1	4	2.1	-	-	9	2.8

contd..

contd.

Sl. No.	Achievement	Num-ber	Per-cent	Male		Female		1 Year		2 Years	
				No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
		(N=654)		(N=462)	(N=192)	(N=330)	(N=324)				
<u>Social (Contd.)</u>											
6.	Traffic control	6	0.9	6	1.3	-	-	4	1.2	2	0.6
7.	Programming for social development	6	0.9	4	0.9	2	1.0	3	0.9	3	0.9
8.	Knew rural people	3	0.5	3	0.7	-	-	-	-	3	0.9
<u>Ethical</u>											
1.	Respect to others	21	3.2	12	2.6	9	4.7	9	2.7	12	3.7
2.	Mental satisfaction	15	2.3	8	1.7	7	3.7	8	2.4	7	2.2
3.	Discipline	6	0.9	4	0.9	2	1.0	3	0.9	3	0.9
4.	Dignity of labour	3	0.5	3	0.7	-	-	3	0.9	-	-
<u>Recreational</u>											
1.	Organising meetings and programmes	30	4.6	20	4.3	10	5.2	14	4.2	16	4.9
2.	Sportsmanship	6	0.9	4	0.9	2	1.0	3	0.9	3	0.9
3.	Entertain others	3	0.5	3	0.7	-	-	3	0.9	-	-

included

Educational achievement gave knowledge development

4.1 per cent; coaching children/taking adult education classes
3.2 per cent; know about ecological development 1.8 per cent;
knew first aid 0.9 per cent; becoming a social worker and
leader 0.5 per cent and others.

Under educational achievements, 6.3 per cent female
volunteers and 3.2 per cent male volunteers indicated knowledge
development; 3.1 per cent females and 1.3 per cent males had
mentioned that they knew about eco development. All the edu-
cational achievements mentioned by those who were in NSS for
one year and two years are almost equal.

contribute to

Social achievement gave an awareness over society needs
and problems and helped the people on various areas. Service
to the people and helping tendency 5.9 per cent; knowledge
about rural poverty 2.8 per cent; group action 1.8 per cent
and others.

Service to the people and helping tendency had been
mentioned as achievements by 6.3 per cent of the female
volunteers and 5.8 per cent of male volunteers. The other
social achievements are almost equal among males and females.

Similarly 6.8 per cent of the two years and 5.2 per cent have given, service to the people and helping tendency, as their social achievement. The other social achievements have been mentioned equally by first years and second years.

Ethical achievements made better understanding between one another. Respect to others, 3.2 per cent and mental satisfaction had been marked by 2.3 per cent.

Under Ethical achievements 4.7 per cent females and 2.6 per cent male volunteers had given respect to others.

The ethical achievements amongst first years and second years are almost identical.

Recreation is important to upbringing the physical, mental and social well being. On these NSS is helpful in organising meetings and programmes 4.6 per cent, sportsmanship 0.9 per cent and entertain others, 0.5 per cent.

There is not much of variation amongst the male and female volunteers and amongst the NSS volunteers who were in NSS for one year and two years, so far as the different recreational achievements are concerned as mentioned by them.

The overall impact of the NSS on the volunteers are presented in Table XIX.

TABLE XIX

OVERALL IMPACT OF THE NSS ON THE VOLUNTEERS

S.No.	Overall Impact	Total		Male (N=462)		Female (N=192)		1 Year (N=330)		2 Years (N=324)	
		Number	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
1.	Service to community	99	15.1	65	14.1	34	17.7	40	12.1	59	18.2
2.	Improved human relationship	93	14.2	62	13.4	31	16.2	41	12.4	52	16.1
3.	Understood the rural problems and help them	84	12.8	55	11.9	29	15.1	30	9.1	54	16.7
4.	Developed team spirit and cooperation	78	11.9	50	10.8	28	14.6	37	11.2	41	12.7
5.	Self awareness	54	8.3	40	8.7	14	7.3	20	6.1	34	10.5
6.	Imbued sense of responsibility	42	6.4	30	6.5	12	6.3	20	6.1	22	6.8
7.	Patriotic feeling	33	5.1	25	5.4	8	4.2	15	4.6	18	5.6
8.	Helping tendency	33	5.1	21	4.6	12	6.3	16	4.9	17	5.3
9.	Tolerance and patience	30	4.6	20	4.3	10	5.2	15	4.6	15	4.6
10.	Self confidence	24	3.7	10	2.2	14	7.3	10	3.0	14	4.3
11.	Learnt to move with elders	21	3.2	12	2.6	9	4.7	10	3.0	11	3.4
12.	Realised the importance of leadership	21	3.2	15	3.3	6	3.1	9	2.7	12	3.7
13.	Knowledge of social realities	18	2.8	12	2.6	6	3.1	9	2.7	9	2.8
14.	Willingness to work	15	2.3	10	2.2	5	2.6	8	2.4	7	2.2
15.	Problem solving ability	15	2.3	9	1.9	6	3.1	7	2.1	8	2.5
16.	Group living	9	1.4	6	1.3	3	1.6	4	1.2	5	1.5
17.	Skill in handling difficult situations	6	0.9	3	0.7	3	1.6	3	0.9	3	0.9
18.	Adjustments made	6	0.9	3	0.7	3	1.6	3	0.9	3	0.9

$\chi^2 = 11.77$

Not significant

$\chi^2 = 6.15$

Not significant

Service to the community (15.1 per cent); improved human relationship (14.2 per cent); team spirit and cooperation (11.9 per cent); understanding the rural problems and helping the people (12.8 per cent) were the overall impacts of NSS programmes on the volunteers.

There was very little variation in the overall impact of the NSS programmes on the volunteers ^{among} ^{and} male or female and also between those who were in NSS for one year and those who were in the NSS for two years.

More of female volunteers 14.6 per cent had given "developed ^{team} spirit" and "cooperation" than their male counterparts 10.8 per cent; similarly 18.2 per cent of those who were in NSS for two years had given "service to humanity" as an overall impact, compared to 12.1 per cent from those who were in NSS for one year; 16.7 per cent of the second years and 9.1 per cent of the first years had given "Able to understand the rural problems and help them" as the over all impact of NSS on them.

As far as the overall impact of NSS on the NSS volunteer is concerned, there was no direct effect of the sex fact $\chi^2 = 11$ $p > 0.05$ as well as the number of years served in NSS $\chi^2 = 6.15$; $p > 0.05$ on the impact.

The specific impact of NSS on the volunteers is given in Table XX. and *Figure 4.*

TABLE XX

SPECIFIC IMPACT OF NSS ON VOLUNTEERS

S.No.	specific impact	Total Number (N=654)	Per-cent	Male (N=462)		Female (N=192)		1 Year (N=339)		2 Years (N=324)	
				No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
1.	Developed interest in social service and creating awareness	153	23.4	99	21.4	54	28.1	72	21.8	81	25.
2.	Developed leadership and realised the responsibilities	51	7.8	32	6.9	19	9.9	23	6.9	28	8.
3.	Developed confidence to serve the people	42	6.4	24	5.2	18	9.4	19	5.8	23	7.
4.	Developed skills in handling problems with courage	36	5.5	21	4.6	15	7.8	18	5.5	18	5.
5.	Learnt the technique of planning	30	4.6	19	4.1	11	5.7	16	4.9	14	4.
6.	NSS was recreational	27	4.1	20	4.3	7	3.7	15	4.6	12	3.
7.	Developed consideration for others and patience	24	3.7	14	3.0	10	5.2	11	3.3	13	4.
8.	Became a good citizen	9	1.4	6	1.3	3	1.6	3	0.9	6	1.

$\chi^2 = 2.64$

Not significant

$\chi^2 = 1.79$

Not significant

Total - 654

Key
Females - 192
Males - 462

Female
Male

Specific Impact

1. Developed interest in social service and creating awareness.
2. Developed leadership and realised the responsibility
3. Developed confidence to serve the people
4. Developed skills in handling problems
5. Learnt the technique of planning
6. NSS was recreational
7. Developed consideration for others and patience
8. Became a good citizen

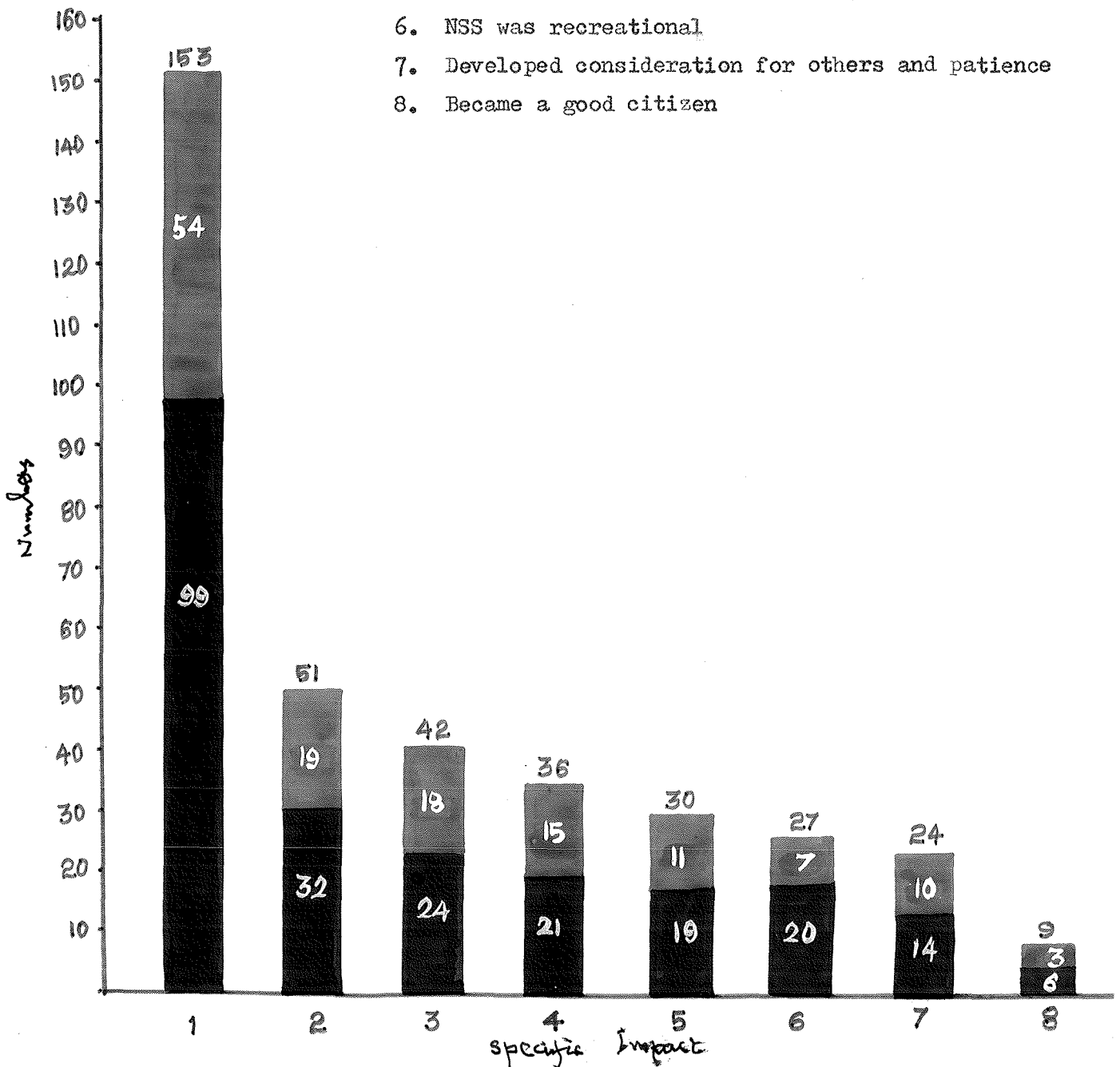


FIGURE 4.

The participation of the students in the NSS programmes had tremendous impact on them. They developed self discipline, civic sense, consideration for others and good responsible citizenship.

Developed interest in social service (23.4 per cent), leadership (7.8 per cent); confidence to serve the people (6.4 per cent) were the expressions that the NSS volunteers had acquired as specific impacts.

Regarding the specific impact on the NSS volunteers, it was observed that neither the sex factor ($\chi^2 = 2.64; p > 0.05$) nor the number of years served in NSS ($\chi^2 = 1.79; p > 0.05$) had any effect on the impacts.

II. NSS Programme Officers

The NSS Programme Officers also evaluated the NSS volunteers, whose participation in NSS programmes and the impact have been described in the preceding pages.

The evaluation by Programme Officers was on 654 volunteers 462 (70.6 per cent) males and 192 (29.3 per cent) females.

The NSS Programme Officers reported 22 types of project in which the volunteers were participating; manual labour (60.4 per cent); adult education (48.6 per cent); coaching the school

students (57.8 per cent); environmental sanitation (68.3 per cent) and afforestation and tree plantation (75.2 per cent) and others.

The NSS Programme Officers said that the volunteers were regular in carrying out the NSS activities with 99.1 per cent attendance. They expressed also that 99.1 per cent of the volunteers were involved in NSS with interest and commitment.

Leadership qualities, interest in all the activities, manual work, participation in cultural programmes, organising programmes, efficiency in handling group activities, and ability to adjust with others were the qualities sighted by the Programme Officers in the NSS volunteers. The NSS Programme Officers mentioned only a few limitations in the NSS volunteers, that too only among ~~only~~ 8 per cent of the volunteers. The dislikes among NSS volunteers were: manual labour (2.6 per cent); getting exhausted quickly (1.8 per cent) and others.

The qualities imbibed by the NSS volunteers because of their participation in NSS are presented in Table XXI.

TABLE XXI

QUALITIES IMBIBED BY THE NSS VOLUNTEERS

S.No.	Quality	Num- ber (N=654)	Per- cent	Male (N=462)		Female (N=192)		1 Year (N=330)		2 Years (N=324)	
				No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
1.	Punctuality and regularity	654	100.0	462	100.0	192	100.0	330	100.00	324	100
2.	Creativity and originality	609	93.1	430	93.1	179	93.2	311	94.2	298	91
3.	Tolerance and patience	590	90.2	408	88.3	182	94.8	305	92.4	285	87
4.	Willingness to work	483	73.9	318	68.8	165	85.9	257	77.9	226	69
5.	Serviceminded ^{ness} and helping tendency	447	68.4	267	57.8	180	93.8	236	71.5	211	65
6.	Sense of responsibility	435	66.5	300	64.9	135	70.3	234	70.9	201	62
7.	Adjusting, Cooperation, team spirit and group living	423	64.7	260	56.3	163	84.9	222	67.3	201	62
8.	Sympathy to the poor and disabled	375	57.3	202	43.7	172	89.6	201	60.9	174	53
9.	Sociability	363	55.5	220	47.6	141	73.4	203	61.5	160	49
10.	Leadership	348	53.2	280	60.6	68	35.4	188	56.9	160	49
11.	Self confidence	312	47.7	165	35.7	147	76.6	167	50.6	145	44
12.	Enthusiasm	306	46.8	196	42.4	110	57.3	168	50.9	138	42
13.	Dignity of labour	306	46.8	180	38.9	126	65.6	170	51.5	136	41
14.	Consideration for others	300	45.9	215	46.5	85	44.3	175	53.0	125	38
15.	Broadmindedness	291	44.5	197	42.6	94	48.9	161	48.8	130	40
16.	Problem solving ability and skill in handling difficult situations	276	42.2	171	37.0	105	54.7	148	44.9	128	39
17.	Initiative	228	34.9	128	27.7	100	52.1	120	36.4	108	33
18.	Informative about rural problems	195	29.8	100	21.7	95	49.5	101	30.6	94	29
19.	Rising to occasions	186	28.4	100	21.7	86	44.8	100	30.3	86	26
20.	Civic sense	159	24.3	88	19.1	71	36.9	81	24.2	78	23

It is gratifying and rewarding to note that all NSS volunteers taken up for the study had imbibed the quality "punctuality and regularity". The NSS volunteers had also developed other qualities in several aspects. Creativity and originality 93.1 per cent; tolerance and patience 90.2 per cent; willingness to work 73.9 per cent; service mindedness and helping tendency 68.4 per cent and sense of responsibility 66.5 per cent.

Comparing the qualities imbibed by the NSS volunteers sexwise, the NSS Programme Officers pointed out that tolerance and patience were imbibed almost equally by female 94.8 per cent and male 88.3 per cent volunteers; service mindedness 93.8 per cent females and 57.8 per cent males; adjusting, co-operation and team spirit 84.9 per cent females and 56.3 per cent males. The differences in the above qualities imbibed by female and male volunteers were significant. Analysing the qualities imbibed by the NSS volunteers on the basis of number of years in the NSS, there was no marked difference amongst the NSS volunteers who were in NSS for one year and those who were in NSS for 2 years.

C. Background Information about the NSS Programme Officers

A sample of 65 NSS Programme Officers of whom 46 (70.8 per cent) were males and 19 (29.2 per cent) were females participated in this study.

The age distribution of the NSS Programme Officers taken for the study is given in Table XXII.

TABLE XXII

AGE DISTRIBUTION OF THE SAMPLE			
S.No.	Age	Number	Per cen
1.	25 years	4	6.2
2.	26 years	1	1.5
3.	27 years	4	6.2
4.	28 years	10	15.4
5.	29 years	1	1.5
6.	30 years	1	1.5
7.	31 years	4	6.2
8.	32 years	1	1.5
9.	33 years	5	7.7
10.	34 years	1	1.5
11.	35 years	7	10.8
12.	36 years	10	15.4
13.	37 years	4	6.2
14.	38 years	4	6.2
15.	39 years	1	1.5
16.	40 years	7	10.8
		<u>65</u>	<u>100.0</u>

The age range of Programme Officers varied from 25 years to 40 years. Those who are in the 28's, 36's and 40's were more in number 15.4 per cent, 15.4 per cent, 16.8 per cent and 10.8 per cent respectively, 69.2 per cent were married and 30.8 per cent unmarried.

The subjects taught by the NSS Programme Officers in the colleges are indicated in Table XXIII.

TABLE XXIII

SUBJECTS TAUGHT

S.No.	Subjects taught	Number	Per cent
1.	English	10	15.4
2.	Commerce	10	15.4
3.	Chemistry	8	12.3
4.	Tamil	10	15.4
5.	Physics	6	9.2
6.	Economics	11	16.9
7.	Geography	5	7.7
8.	Botany	5	7.7

The Programme Officers belonged to 8 faculties.

Table XXIV gives the number of years of experience of the NSS Programme Officers as College teachers.

TABLE XXIV

YEARS OF EXPERIENCE AS COLLEGE TEACHER			
S.No.	Years of experience	Number	Per cent
1.	2½ years	12	18.4
2.	3 years	6	9.2
3.	6 years	7	10.8
4.	7 years	5	7.7
5.	8 years	7	10.8
6.	9 years	4	6.2
7.	10 years	3	4.6
8.	11 years	3	4.6
9.	12 years	9	13.9
10.	15 years	3	4.6
11.	19 years	6	9.2
		<u>65</u>	<u>100.0</u>

The experience of the NSS Programme Officers as College teachers varies from 2½ years to 19 years. 18.4 per cent of them had experience as teachers for 2½ years, followed by 13.9 per cent with 12 years experience and 10.8 per cent each with 6 years and 8 years of experience.

D. Impact of NSS Programmes on NSS Programme Officers

The number of years of experience as Programme Officers is presented in Table XXV.

TABLE XXV

YEARS OF EXPERIENCE AS NSS PROGRAMME OFFICER			
S.No.	Years of experience	Number	Per cent
1.	1 year	13	20.0
2.	2 years	22	33.9
3.	3 years	12	18.5
4.	4 years	3	4.6
5.	5 years	6	9.2
6.	6 years	6	9.2
7.	7 years	3	4.6
		<u>65</u>	<u>100.0</u>

The Programme Officers served in NSS from one year to 7 years. 72 per cent had served in NSS for 1-3 years.

The objectives for the NSS, as stipulated by the colleges of the Programme Officers are given in Table XXVI.

TABLE XXVI

THE OBJECTIVES OF THE NSS OF THE COLLEGES

S.No.	Objectives	Number (N=65)	Per cent
1.	Help needy people, help destitute widows	54	83.1
2.	Expose students to understand the realities of the community	46	70.8
3.	Develop leadership qualities in students	25	38.5
4.	Involving students in national service	9	13.9
5.	Help the students realise the dignity of labour	9	13.9
6.	Reach village people and provide opportunity to work with people	9	13.9
7.	Creating awareness among the village people	6	9.2
8.	Improving the socio economic status of people	6	9.2
9.	Utilise students' energies in constructive work	3	4.6
10.	To act as a link between resources and beneficiaries	3	4.6
11.	Implementing Prime Ministers New 20-Point Programme	3	4.6
12.	Students to realise the necessity of social awareness	3	4.6

The objectives had been adopted by the Colleges for the NSS Programme: Helping the needy people 83.1 per cent, expose students to understand the real situation 70.8 per cent; developing leadership qualities among students 38.5 per cent.

The reasons given by the Programmes for taking up the responsibility in NSS are indicated in Table XXVII.

TABLE XXVII

REASONS WHICH PROMPTED THE NSS PROGRAMME OFFICERS TO TAKE UP THE RESPONSIBILITY

S.No.	Reasons	Number (N=65)	Per cent
1.	Interest in guiding students for social service activities	47	72.3
2.	Interest in doing social service and service to the poor	39	60.0
3.	Selected by the principal	12	18.5
4.	Association with many activities	3	4.6
5.	Being in NSS during my college days	3	4.6
6.	Not written	3	4.6

Five reasons prompted the teachers to take up the assignment as Programme Officers in NSS. Interest in guiding students for social service activities (72.3 per cent), interest in doing social service and service to the poor (60.0 per cent) and selected by the principal (18.5 per cent) were among them.

Only 23.1 per cent of the NSS Programme Officers in the study, had been in the NSS when they were students in the colleges. Of them 18.5 per cent had been in the NSS for 2 years and 4.6 per cent for one year only.

Table XXVIII gives as to how the experience as NSS volunteers has helped the NSS Programme Officers.

TABLE XXVIII

HOW THE PREVIOUS NSS EXPERIENCE HAD HELPED THE PROGRAMME OFFICERS

S.No.	How it has helped	Number	Per cent
1.	Organising programmes well	8	12.3
2.	Disciplined character	6	9.2
3.	Interest in NSS activities	8	12.3
4.	Understanding the students' mentality early	7	10.8
5.	Organising groups in a purposeful manner	8	12.3

The previous NSS experience as volunteers had helped the Programme Officers, to organise the programmes well, created interest in NSS activities, organising groups in a purposeful manner.

Ninety one per cent of the NSS Programme Officers taken for the study had undergone the orientation training.

Table XXIX gives the remarks about the orientation training that the Programme Officers had received.

TABLE XXIX

REMARKS ABOUT THE ORIENTATION TRAINING			
S.No.	Remarks	Number	Per cent
1.	Very useful	46	70.8
2.	Covered all aspects of NSS	33	50.8
3.	Gained knowledge about NSS activities	13	20.0
4.	Training was upto the expectations	13	20.0

The NSS Programme Officers had found their training in Training and Orientation Centre NSS useful.

Table XXX gives the Programme Officers' criteria for choosing projects for NSS activities.

TABLE XXX

CRITERIA FOR CHOOSING THE PROJECTS

S.No.	Criteria	Number (N=65)	Per cent
1.	In consultation with the Block Development Officer and the village people	65	100.0
2.	After understanding the felt needs of the village	52	80.0
3.	On the basis of the survey findings	45	69.0
4.	On the basis of the advice of the Advisory Committee	35	53.9
5.	Economically backward areas near the villages	13	20.0
6.	On the basis of the co-operation extended by the people	13	20.0
7.	Previous experience	8	12.3
8.	In consultation with student volunteers	8	12.3

The criteria for choosing the projects by the Programme Officers included consultation with the Block Development Officers, students and the village people, on the basis of the survey findings, advice of the Advisory Committee and the felt needs of the village.

Evaluating the projects by NSS Programme Officers under regular activities was a common practice with 100 per cent involvement.

A majority (66.2 per cent) changed the projects according to the needs of the areas, 29.2 per cent did not change the areas every year, and 4.5 per cent not very often.

The reasons which prompted the NSS Programme Officers to change the projects were: survey and plan according to the survey finding (50.8 per cent), changing the area and the project in consultation with Block Development Officer (18.5 per cent), change the areas and project in consultation with the Advisory Committee (9.2 per cent).

All the Programme Officers (100 per cent) had stated that they evaluated the volunteers.

The frequency of the evaluation of the NSS volunteers by NSS Programme Officers is given Table XXXI.

TABLE XXXI

FREQUENCY OF EVALUATION OF THE VOLUNTEERS BY THE NSS
PROGRAMME OFFICERS

S.No.	How often	Number (N=65)	Per cent
1.	Once in a year	29	44.6
2.	Once in a month	12	18.5
3.	Once in three months	9	13.9
4.	Once in six months	6	9.2
5.	At frequent intervals	6	9.2
6.	At the end of every day's work	3	4.6

The evaluation period varied from once in a year (44.6 per cent) to evaluation at the end of every day's work (4.6 per cent). Some evaluated once a month (18.5 per cent) and some once in three months (13.9 per cent).

The mode of evaluation of the student volunteers by the Programme Officers is presented in Table XXXII.

TABLE XXXII

THE MODE OF EVALUATION

S.No.	Mode of evaluation	Number (N=65)	Per cent
1.	Supervision	28	43.1
2.	Observation	25	38.5
3.	Attendance	12	18.5
4.	Frank discussion	18	27.7
5.	Scrutinising the diaries and maintaining records	9	13.9
6.	Through questionnaire	9	13.9
7.	Through self evaluation questionnaire	9	13.9

The method of evaluation consisted of supervision, observation, attendance, discussion, scrutinising the diaries, maintenance of records and questionnaire.

The benefits derived by the NSS Programme Officers because of their participation in NSS programmes are given in Table XXXIII Sexwise and number of years of experience-wise.

TABLE XXXIII

BENEFITS DERIVED BY NSS PROGRAMME OFFICERS

S.No.	Benefits	Num-ber	Per-cent	Male		Female		Years of experience					
				No.	Per-cent	No.	Per-cent	1 Year	2 Years	3 years and above			
		(N=65)	(N=46)	(N=19)	(N=22)	(N=13)	(N=30)						
1.	Developing good relationship with the public	44	67.7	30	65.2	14	73.7	10	76.9	14	63.6	20	66.7
2.	Guided the students	38	58.5	24	52.2	14	73.7	8	61.5	12	54.6	18	60.0
3.	Satisfaction because of helping the villagers	37	56.9	25	54.4	12	63.2	10	76.9	10	45.5	17	56.7
4.	Knew much about survey, planning, etc.	28	43.1	18	39.1	10	52.7	5	38.5	10	45.5	13	43.3
5.	Sociability	26	40.0	18	39.1	8	42.1	8	61.5	8	36.4	10	33.3
6.	Developing good relationship with officials	18	27.8	12	26.1	6	31.6	6	46.2	6	27.3	6	20.0
7.	Developed sense of responsibility	13	20.0	9	19.6	4	21.1	3	23.1	4	18.2	6	20.0
8.	Gained good experience	9	13.9	3	6.5	6	31.6	3	23.1	3	13.6	3	10.0
9.	Out of pocket allowance of Rs.75/ month	6	9.2	6	13.0	-	-	4	30.8	2	9.1	-	-

Developing good relationship with the public was mentioned by a majority of the Programme Officers (67.7 per cent). Among them 65.2 per cent were males and 73.7 per cent were females. More of female Programme Officers had given/gained good experience (females 31.6 per cent and males 6.5 per cent) and guided the students (females 73.7 per cent and males 52.2 per cent) as the benefits ³⁸devised than male Programme Officers. Further 76.9 per cent with one year experience, 63.6 per cent with two years of experience and 66.7 per cent with three years experience had expressed the same benefit.

Guiding the NSS volunteers (58.5 per cent) was the next mentioned benefit.

The overall impact of NSS on the Programme Officers is given in Table XXXIV, and *figure 5.*

TABLE XXXIV

OVERALL IMPACT OF NSS PROGRAMMES ON NSS PROGRAMME OFFICERS

S.No.	Overall impact	Num-ber	Per-cent	Male		Female		Years of experience					
				No.	Per-cent	No.	Per-cent	1 Year	2 Years	3 Years and above			
		(N=65)		(N=46)		(N=19)		(N=13)	(N=22)	(N=30)			
1.	Came to understand the needs of the people	50	76.9	39	84.8	11	57.9	9	69.2	17	77.3	24	80.0
2.	Developed good social relationship	45	69.2	30	65.2	15	78.9	9	69.2	14	63.6	22	73.3
3.	Experience in organising groups	30	46.2	11	23.9	19	100.0	6	46.2	9	40.9	15	50.0
4.	Developed sense of responsibility	30	46.2	18	39.1	12	63.2	4	30.8	9	40.9	17	56.7
5.	Self satisfaction	28	43.1	12	26.1	16	84.2	7	53.9	10	45.5	11	36.7
5.	Developed tolerance	15	23.1	9	19.6	6	31.6	3	23.1	5	22.7	7	23.3
7.	Developed awareness of the social reality	15	23.1	10	21.7	5	26.3	3	23.1	6	27.3	6	20.0
3.	Total personality change	10	15.4	6	13.0	4	21.1	2	15.4	3	13.6	5	16.7

$\chi^2 = 20.4$
Significant at 1 per cent level

$\chi^2 = 1.60$
Not significant

Total - 65

Females - 19

Males - 46

Key

Female

Male

overall Impact

1. Came to understand the needs of the peop
2. Developed good social relationship
3. Experience in organising groups
4. Developed sense of responsibility
5. Self satisfaction
6. Developed tolerance
7. Developed awareness of the social realit
8. Total personality change

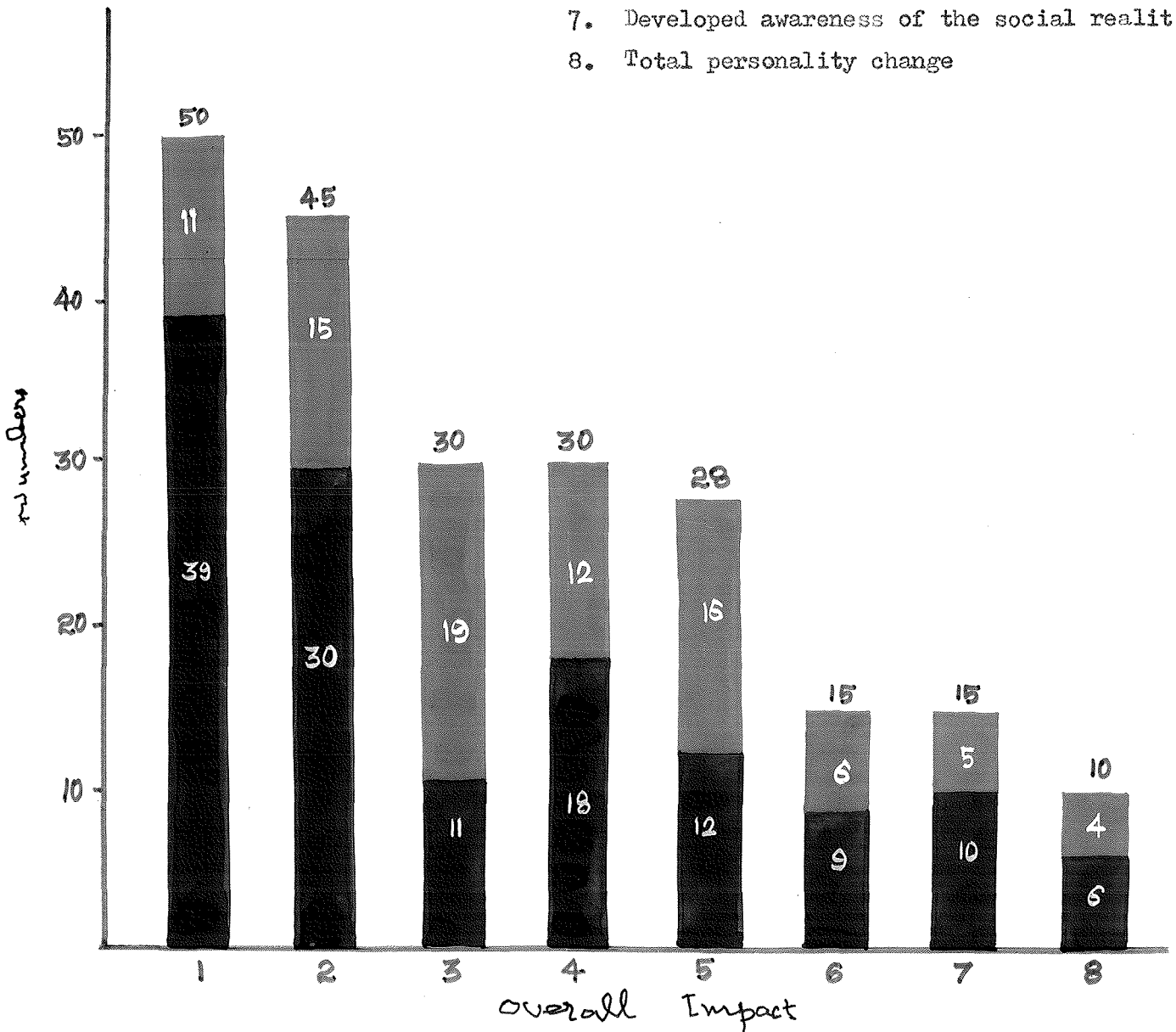


FIGURE 5.

The NSS Programme Officers expressed the overall impact of NSS programmes as: able to understand the needs of the people (76.9 per cent). Another impact was "developed good social relationship" (69.2 per cent). In general, the overall impact of NSS programmes on the NSS teachers were appreciable. All the female NSS Programme Officers (100 per cent) had given that experience in organising groups as an overall impact of NSS programmes whereas only 23.9 per cent males had agreed with this. Developed sense of responsibility (females 63.2 per cent and males 39.1 per cent) and self satisfaction (females 84.2 per cent and males 26.1 per cent) were marked by more female officers than male officers as overall impact.

Statistical analysis of the overall impact of NSS programmes on NSS Programme Officers revealed that the impact was directly depending on the sex factor ($\chi^2 = 20.4$, $p < 0.01$).

69.2 per cent with one year experience, 77.3 per cent with two years experience and 80 per cent with three years had revealed that "come to understand the needs of the people" as the impact. There was no effect of the number of years of experience in NSS as a factor on the impact of NSS programmes on the NSS Programme Officers ($\chi^2 = 1.60$, $p > 0.05$).

Table XXXV gives the personal achievements of the NSS Programme Officers.

S.No.

a) Educati

b) Social

c) Ethical

d) Recreat

e) Materia

f) Others

The NSS Programme Officers derived the benefit in many aspects; educational, social, ethical, recreational, material and others.

Educationally, they understood the problems of the communities, learned many new things and trained the volunteers in social service.

Socially, they expanded their public relationship.

Ethically, 81.5 per cent of the NSS Programme Officers had understood the values of discipline, sincerity and hardwork

Recreationally, 66.2 per cent, came to know the art of finding out the talents.

Materially, infrastructural facilities like roads, buildings, ponds etc., were established.

Generally leadership qualities were developed (70.8 per cent).

All the Programme Officers (100 per cent of them) had involved the village people for planning and implementing the NSS programmes.

Most of the NSS Programme Officers (80 per cent) got co-operation from the other staff members working with them. 9.2 per cent got co-operation from a few members only.

NSS Programme Officers were convinced about their work that they achieved success in different types of projects under NSS activities. The success rate was high in coaching the school students weak in subjects (75.4 per cent), organising health and medical services (69.2 per cent), all projects (66.2 per cent) and conducting adult education classes (55.4 per cent).

The role played by the NSS Programme Officers in implementing the projects was to provide guidance and monitor the activities. Periodical encouragement and appreciation induced the NSS volunteers to do better.

The reasons for the failures or shortcomings of some of the projects carried out by the NSS units as viewed by the Programme Officers are given in Table XXXVI.

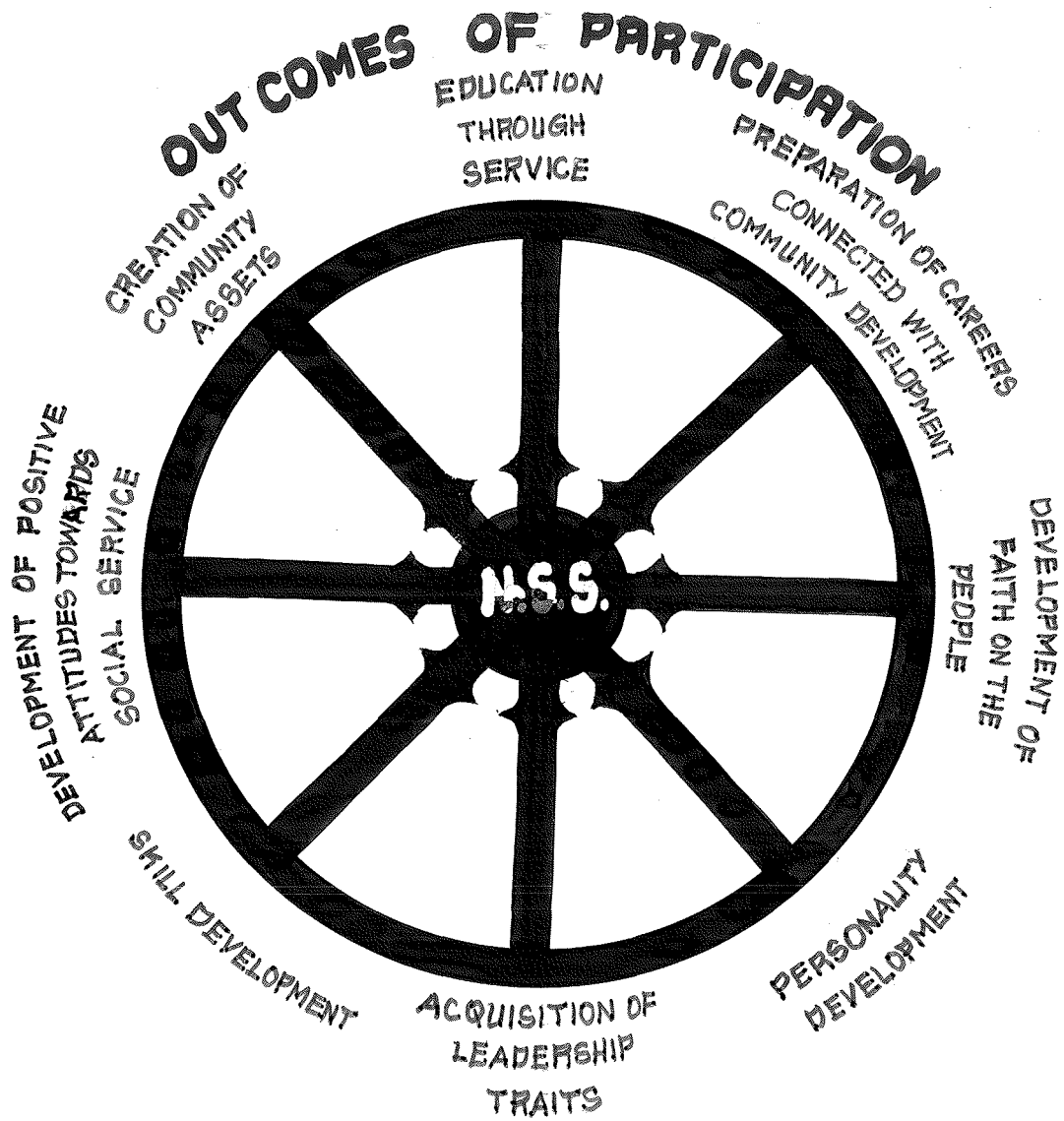


Figure. 6

TABLE XXXVI

REASONS FOR FAILURES OR SHORTCOMINGS OF THE PROJECTS

S.No.	Reasons for failures	Number (N=65)	Per cent
1.	Poor transport facilities	30	46.2
2.	Lack of finance	26	40.0
3.	Duration for the special camp not enough	21	32.3
4.	Poor attendance in adult education classes	13	27.7
5.	Difficult to get co-operation from government officials	16	24.6
6.	Not getting public co-operation	16	24.6
7.	Poor follow up activities	8	12.3
8.	Nil	30	46.2

While 30 Programme Officers had nothing to report on failures, a few factors mentioned by a few NSS Programme Officers were: poor transport facilities (46.2 per cent), lack of adequate finance (40 per cent), inadequate duration for special camps (32.3 per cent) and others.

E. The impact of NSS Programmes on the village Community

The college NSS units had adopted neighbouring villages for carrying out the NSS programmes for implementing regular and special camping programmes. The entire NSS is geared to involving the student youth in purposeful activity while they are at the university and bring alive to them the value of placing their talents, social sense and services at the disposal of the society. The students are not only building up the creative side of their personality, but also playing a conspicuous and constructive role in the tasks of nation building. The NSS programmes have its own impact on the community.

To study the impact of the NSS on the community, a sample of 654 of whom 519 (79.4 per cent) were men and 135 (20.6 per cent) were woman selected for the study from the communities in which the samples of volunteers worked. The age range of the people is given in Table XXXVII.

TABLE XXXVII

AGE RANGE OF THE COMMUNITY PEOPLE			
S.No.	Age range	Number	Per cent
1.	26 - 30	255	39.0
2.	31 - 35	99	15.1
3.	36 - 40	99	15.1
4.	41 - 45	87	13.3
5.	46 - 50	51	7.8
6.	51 - 52	18	2.7
7.	56 - 60	39	6.0
8.	61 - 65	3	0.5
9.	66 - 70	3	0.5
		<u>654</u>	<u>100.0</u>

Those between 26 years to 30 years were 39 per cent.

The educational qualifications of the respondents are given in Table XXXVIII.

TABLE XXXVIII

EDUCATIONAL QUALIFICATIONS OF THE RESPONDENTS			
S.No.	Educational qualification	Number	Per cent
1.	Illiterate	111	16.9
2.	Upto 5th Standard	201	30.7
3.	Upto 8th Standard	99	15.1
4.	Upto SSLC	105	16.1
5.	Upto PUC/12th Standard	78	12.0
6.	Upto Degree	42	6.4
7.	Post Graduate	<u>18</u>	<u>2.8</u>
		654	100.0

Only 17.0 per cent of the respondents were illiterates. The educational status of the respondents varied upto post graduate level. 30.7 per cent of them had studied upto 5th standard, 16.1 per cent of them studied upto S.S.L.C and 15.1 per cent of them studied upto 8th Standard.

Occupation-wise distribution of the sample is presented in the Table XXXIX.

TABLE XXXIX

OCCUPATION-WISE DISTRIBUTION OF THE SAMPLE

S.No.	Occupation	Number	Per cent
1.	Farmer	195	29.8
2.	Coolie/Labourer	156	23.6
3.	Clerk	63	9.6
4.	Attender/Peon	48	7.3
5.	Business	39	5.9
6.	Fishermen	33	5.0
7.	Teacher	30	4.6
8.	Students	18	2.8
9.	Social worker	12	1.8
10.	Retired person	6	0.9
11.	College teacher	6	0.9
12.	Goldsmith	6	0.9
13.	Ex-servicemen	6	0.9
14.	Librarian	3	0.5
15.	Mechanic	3	0.5
16.	Tailor	3	0.5
17.	Conductor	3	0.5
18.	Unemployed	<u>24</u>	<u>3.7</u>
		654	100.0

Respondents represented 17 types of occupations, and unemployed 3.7 per cent, students 2.8 per cent, Ex-service men 0.9 per cent, retired person 0.9 per cent. The largest number of the respondents (29.8 per cent) belonged to farming, group. The next one was Coolie/Labourer 23.9 per cent followed by other occupations.

The period of stay in the village of the respondents is indicated in Table XL.

TABLE XL

PERIOD OF STAY IN THE VILLAGE			
S.No.	Duration of stay	Number	Per cent
1.	Below 5 years	93	14.2
2.	6 to ⁹ / ₁ years	54	8.3
3.	1 ⁰ to 12 years	24	3.7
4.	13 to 15 years	39	5.9
5.	16 yo 20 years	60	9.2
6.	21 to 25 years	57	8.7
7.	26 to 30 years	72	11.0
8.	31 to 35 years	54	8.3
9.	36 to 40 years	72	11.0
10.	41 years and above	<u>129</u>	<u>19.7</u>
		654	100.0

The residence of the respondents in the village varied from below 5 years to above 41 years.

Table XLI gives the frequency of the visit of NSS volunteers to the village as stated by the community.

TABLE XLI

FREQUENCY OF THE VISIT OF THE NSS VOLUNTEERS			
S.No.	Frequency of visit	Number	Per cent
1.	Once in a week	420	64.2
2.	Twice in a week	120	18.3
3.	Thrice in a week	60	9.2
4.	Five times in a week	<u>54</u>	<u>8.3</u>
		654	100.0

About 64 per cent of the respondents had expressed that the students were visiting their villages once a week, as per their schedule. It is interesting to note that a small group (8 per cent) had stated that the students visit their community on five days in a week.

Regarding the duration of visit by the students to the community, which varied from one year to 12 years, might be due to the reason that the different sets of students adopting the community and visiting the same area continuously for following up of the activities.

The various activities carried out by the NSS students in the village as given by the community people are presented in Table XLII.

S.No.

1. Laying
2. Road cl
3. Adult e
4. Arrangi
5. Health
6. Coaching
7. Tree pl
8. Small s
9. Latrine
10. Health e
11. Conducti
12. Kitchen
13. Whitewas
14. Construc
15. Bund to
16. Digging
17. Construc
18. Cleaning
19. -----

Thirty nine types of activities were expressed by the villagers as major contribution by the NSS volunteers. Laying of village roads got high frequency in the work with 67.4 per cent, road cleaning 27.5 per cent, adult education 25.7 per cent, arranging cultural programmes 26.6 per cent, health and sanitary services 23.9 per cent, special coaching to the students weak in subject 23.4 per cent.

This has been substantiated by men and women of the village. Analysing educational qualification-wise, the illiterates had given more details about the various activities than those who had high school education and higher education qualifications.

The participation of the villagers in their own development activities was induced by the volunteers making 96.3 per cent of the villagers take part in planning of NSS projects.

The type of co-operation extended by the community to the NSS volunteers for carrying out various NSS programmes in the community is given in Table XLIII.

TYPE OF CO-OPERAT

S.No.	Type of Co-operation	Num-ber	Per-cent
(N=654)			
1.	Fully co-operate with the students	255	38.9
2.	Work with students	108	16.5
3.	Help them in all aspects	90	13.8
4.	Give advice	69	10.6
5.	Render all assistances	69	10.6
6.	Provide them with necessary equipment	27	4.1
7.	Accommodation and stay facilities	24	3.7
8.	Co-operate with them to some extent	18	2.8
9.	Provide them water	18	2.8

COMMUNITY PEOPLE

F- nt	<u>Illiterate</u>		<u>High School</u>		<u>Higher Education</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent
	(N=111)		(N=405)		(N=138)	
1.2	90	81.1	110	27.2	55	39.9
1.3	80	72.1	20	4.9	8	5.8
1.4	40	36.0	28	6.9	22	15.9
1.7	10	9.0	40	9.9	19	13.8
1.4	35	31.5	24	5.9	10	7.3
1.5	10	9.0	12	2.9	5	3.6
3.0	13	16.2	6	1.5	-	-
-	8	7.2	4	0.9	4	2.9
2.2	15	13.5	3	0.7	-	-
2.2	12	10.8	3	0.7	-	-
-	3	2.7	3	0.7	-	-
-	1	0.9	2	0.5	-	-
-	3	2.7	-	-	-	-
-	2	1.8	1	0.3	-	-
-	-	-	2	0.5	1	0.7

The participation of the villagers in NSS activities is classified into 15 areas. 38.9 per cent of the villagers were found to be co-operative in all the NSS activities, 16.5 per cent of the villagers worked with the volunteers, 13.8 per cent of them helped the volunteers in all aspects.

Analysing sexwise the type of co-operation extended by men and women, was almost the same except in the case, fully co-operate with the students 48.2 per cent women and 36.6 per cent men; work with the students 17.3 per cent men 13.3 per cent women, help them in all aspects 15.4 per cent men 7.4 per cent women and give advice to them 11.6 per cent men 6.7 per cent women.

The extent of co-operation extended by the illiterates is more compared to other two categories, namely, high school education and higher education.

Participation of the villagers in the NSS activities is commendable, that is, 100 per cent assisted with NSS volunteers.

The mode of participation of the villagers in the NSS activities was, 34.9 per cent helped the volunteers in

all aspects, 16.5 per cent worked with them and 39.7 per cent participated in selecting place of work.

The benefits accrued to the individual as well as to the community classified as material, social, educational, ethical, recreational, health and nutrition, permanent assets, and others are presented in Tables XLIV and XLV.

Heads	Benefits	Number (N=654)	Per cent
A. Material	1) Making plastic bags	30	4.6
	2) Kitchen garden	9	1.4
	3) Poultry keeping	9	1.4
	4) Soakage pit	3	0.5
	5) Hospital service	3	0.5
B. Social	1) Socially move with people	21	3.2
	2) Social awareness	3	0.5
	3) Knew social problems	3	0.5
	4) Clean atmosphere	3	0.5
C. Educational	1) Improved knowledge	35	5.4
	2) Learnt to read and write	3	0.5
	3) Knew more information	3	0.5
D. Ethical	1) Better understanding of moral values	39	5.9
	2) Personal virtues	6	0.9
	3) Brotherhood	3	0.5
E. Recreational	1) Development of talents	21	3.2
	2) Good entertainment	3	0.5
F. Health and Nutrition	1) Preparing nutritious food	42	6.4
	2) Better understanding about Nutrition	6	0.9

TABLE XLIV

FITS FOR THE INDIVIDUALS DUE TO NSS

Age Group	Women (N=135)		Illiterate (N=111)		High School (N=405)		Higher Education (N=138)	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
15-19	30	22.2	20	18.0	5	1.2	5	3.6
20-24	6	4.4	6	5.4	3	0.7	-	-
25-29	3	2.2	9	8.1	-	-	-	-
30-34	-	-	3	2.7	-	-	-	-
35-39	-	-	3	2.7	-	-	-	-
40-44	2	1.5	10	9.0	11	2.7	-	-
45-49	2	1.5	2	1.8	1	0.3	-	-
50-54	-	-	1	0.9	2	0.5	-	-
55-59	-	-	3	2.7	-	-	-	-
60-64	10	7.4	15	13.5	15	3.7	5	3.6
65-69	-	-	3	2.7	-	-	-	-
70-74	-	-	2	1.8	1	0.3	-	-
75-79	13	9.6	10	9.0	20	4.9	9	6.5
80-84	-	-	2	1.8	4	0.9	-	-
85-89	-	-	3	2.7	-	-	-	-
90-94	6	4.4	5	4.5	16	3.9	-	-
95-99	-	-	2	1.8	1	0.3	-	-
Total	36	26.7	10	9.0	22	5.4	10	7.3
Subtotal	6	4.4	2	1.8	2	0.5	2	1.5

BENEFITS

S.No.	Benefits	Number (N=654)	Per cent	No. (N=511)
A. <u>Material</u>				
1.	Laying of the road	132	20.2	125
2.	Construction of latrine	66	10.1	60
3.	Supply of books etc.	30	4.6	25
4.	Laying play ground	30	4.6	22
5.	Developmental programmes	24	3.7	20
6.	Animal husbandary service	15	2.3	12
7.	Organising reading rooms	15	2.3	11
8.	Cleaning and digging the well	12	1.8	10
9.	Construction of houses for the poor	6	0.9	3
10.	Tree plantation	6	0.9	6
11.	Arranging facilities	3	0.5	3
12.	Small savings campaign	3	0.5	3
13.	Setting a hospital	3	0.5	3
14.	Putting up a bridge	3	0.5	3
15.	Putting up a bridge	3	0.5	3
16.	Construction of common cowshed	3	0.5	3
B. <u>Social</u>				
1.	Awareness	33	5.1	20
2.	Purity	15	2.3	12
3.	Values	9	1.4	6
4.	Established contact with officials	6	0.9	6
5.	Cleaning the temple	6	0.9	4
6.	Sense of respect	6	0.9	6
7.	Social improvements	3	0.5	2
C. <u>Educational</u>				
1.	Adult education programmes	123	18.8	95
2.	Coaching weak children	64	9.8	48
3.	Tailoring classes	3	0.5	—

UNITY DUE TO NSS

Women Per cent (N=135)	Illiterate (N=111)		High School (N=405)		Higher Education (N=138)	
	No.	Per cent	No.	Per cent	No.	Per cent
5.2	75	67.6	35	8.6	22	15.9
4.4	45	40.5	21	5.2	—	—
3.7	20	18.0	10	2.5	—	—
5.9	18	16.2	12	2.9	—	—
2.9	20	18.0	4	0.9	—	—
2.2	12	10.8	3	0.7	—	—
2.9	—	—	10	2.5	5	3.6
1.5	8	7.2	4	0.9	—	—
2.2	4	3.6	2	0.5	—	—
—	3	2.7	3	0.7	—	—
—	—	—	3	0.7	—	—
—	—	—	3	0.7	—	—
—	2	1.8	3	0.7	—	—
—	—	—	2	0.5	1	0.7
—	—	—	3	0.7	—	—
—	2	1.8	1	0.3	—	—
9.6	20	18.0	13	3.2	—	—
2.2	10	9.0	5	1.2	—	—
2.2	6	5.4	3	0.7	—	—
—	—	—	2	0.5	4	2.9
1.5	2	1.8	2	0.5	2	1.5
—	2	1.8	4	0.9	—	—
0.7	—	—	3	0.7	—	—
20.7	80	72.1	30	7.4	13	9.4
11.9	20	18.0	30	7.4	14	10.1
2.2	3	2.7	—	—	—	—

contd.

S.No.	Benefits	Number (N=654)	Per cent
E. <u>Recreational</u>			
1.	Cultural programmes	98	14.9
2.	Taught songs and dance	51	7.8
3.	Arranging to have a radio in the park	6	0.9
4.	Conduct of sports	27	4.1
F. <u>Health and Nutrition</u>			
1.	Health improvement through health camps	72	11.0
2.	Sanitation and hygiene	45	6.9
3.	Health education and nutrition education	39	5.9
4.	Good drainage	33	5.1
5.	Cleaning of the roads	30	4.6
6.	Eye camp	21	3.2
7.	Family welfare schemes	15	2.3
8.	Cleaning of the water tank	9	1.4
9.	Whitewashing building	9	1.4
10.	Distribution of medicines	3	0.5
G. <u>Assets</u>			
1.	Construction of buildings	60	9.2
2.	Supply of Tailoring machine	42	6.4
3.	Construction of reading room building	9	1.4
4.	Construction of road	9	1.4
5.	Tree planting on road side	3	0.5

The village is highly benefitted by the service and welfare activities rendered by NSS. The benefits are construction of new roads, classes taken in the adult education centre, putting up of school building, repairing, deepening and cleaning wells, tree planting, child care education, creating socio awareness, whitewashing the temple walls, cleaning the temple, setting up reading rooms, conducting Balwadi classes, Nutrition education, Health campaigns, small saving drives etc.

<u>Women</u>		<u>Illiterate</u>		<u>High School</u>		<u>& Higher Education</u>	
No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
(N=135)		(N=111)		(N=405)		(N=138)	
48	35.6	52	46.9	30	7.4	16	11.6
31	22.9	30	27.0	21	5.2	—	—
—	—	6	5.4	—	—	—	—
—	—	20	18.0	7	1.7	—	—
12	8.9	36	32.4	20	4.9	16	11.6
30	22.2	25	22.5	15	3.7	5	3.6
14	10.4	25	22.5	14	3.4	—	—
9	6.7	20	18.0	10	2.5	3	2.2
3	2.2	10	9.0	10	2.5	10	7.3
3	2.2	15	13.5	6	1.5	—	—
12	8.9	10	9.0	5	1.2	—	—
5	3.7	5	4.5	4	0.9	—	—
3	2.2	5	4.5	4	0.9	—	—
—	—	3	2.7	—	—	—	—
15	11.1	40	36.0	10	2.5	10	7.3
35	25.9	25	22.5	10	2.5	7	5.1
—	—	—	—	5	1.2	4	2.9
—	—	5	4.5	4	0.9	—	—
—	—	3	2.7	—	—	—	—

The benefits accrued to the respondents personally ^{to the} and village were through NSS in various areas.

A. Material

Respondents received help in their personal needs, Guidance in making plastic bags 4.6 per cent, kitchen garden 1.4 per cent etc. For the village total infrastructural facilities and other needs of people in their occupation, health, employment were fulfilled at various levels, laying of roads 20.2 per cent, construction of latrines 10 per cent and others.

Analysing sexwise 22.2 per cent had given making plastic bags and 4.4 per cent of women kitchen garden as personal benefits. The men outnumber in giving the material benefits to the community compared to women. More of illiterates had given about the personal benefits than the other two categories.

B. Social

The respondents had received social awareness in general, understood how to move with the people 3.2 per cent, etc. Villagers in total received awareness 5.1 per cent, established contact with officials 0.9 per cent and others.

Analysing sexwise more men had responded to these items compared to women. More of illiterates had responded to these items.

C. Educational

Respondents benefitted by improving their knowledge 5.4 per cent, adult education helped them to read and write 0.5 per cent, information on their needs 0.5 per cent, to the villagers, ^{in general} adult education helped them to read and write 18.8 per cent and others.

Women (7.4 per cent) outnumber men (4.8 per cent) in the item as personal benefit improved knowledge. So also illiterates' response.

Men are made to read and write and get more information than women under personal benefits. Adult education programme coaching school students weak in subjects are the programmes beneficial to the community as given by men and women as well as illiterates.

D. Ethical

Respondents got better understanding of moral values, 5.9 per cent, personal virtues 0.9 per cent, and brotherhood 0.5 per cent. The villagers got good habits 5.9 per cent, discipline, 1.8 per cent and others.

The qualities under ethical benefits for personal as well as the village are almost the same among men and women as well as illiterates and others.

E. Recreational

The respondents developed their talents 3.2 per cent and the villagers developed their cultural talents, 14.9 per cent, learned songs and dance, 7.8 per cent and others.

The same is evident amongst men and women as well as illiterates and others.

F. Health and Nutrition

The respondents have been able to prepare nutritious food 6.4 per cent and gained better knowledge in nutrition 0.9 per cent.

The villagers received their health requirements 11.0 per cent, sanitation and hygiene 6.9 per cent, health education 5.9 per cent and others.

G. Assets

The villagers got building for common purposes 9.2 per cent, received tailoring materials 6.4 per cent and others.

The benefits accrued to the individuals as well as the community have been appreciated by men and women, literate and illiterate.

H. Others

It is a total development of the villagers in their various needs, development of infrastructural facilities, knowledge improvements, education, training, awareness in their life and occupational requirements and about the society.

All the community people had said that the students had camped in the village.

Ten-days camps were found to be more (80.3 per cent) from the villagers expression about the duration of camps. One-day camps 16.9 per cent and one week camps 2.8 per cent.

During the special camps, some permanent assets were created in the village by the NSS volunteers in collaboration with the community people, development departments and voluntary organisations. The permanent assets created by the NSS volunteers are presented in Table XLVI.

TABLE XL

PERMANENT ASSETS

Permanent assets	Num- ber (N=654)	Per- cent	Men	
			No. (N=519)	Per- cent
Roads	342	52.3	270	52.0
Additional building to the school	93	14.2	80	15.4
Tea plantation	81	12.5	60	11.6
Public latrine	72	11.0	65	12.5
Setting up dispensaries	48	7.3	30	5.8
Opening of wells	36	5.5	25	4.8
Play ground to the school	33	5.0	25	4.8
Reading room	30	4.6	25	4.8
Path to the burial ground	27	4.1	27	5.2
Madaris class room	27	4.1	7	1.3
Electrification of some houses	21	3.2	21	4.0
Kitchen gardens	9	1.4	3	0.6
Health centre	6	0.9	4	0.8
Tricycle for the nursery	3	0.5	3	0.6
Tricycle (Riksha)	3	0.5	3	0.6
Equipment to the hospital	3	0.5	3	0.6
Construction of new huts	3	0.5	3	0.6
Setting up of gobar gas plant	3	0.5	3	0.6
Drainage	3	0.5	3	0.6

AGE

Age	Illiterate (N=111)		High School (N=405)		Higher education (N=138)	
	No.	Per- cent	No.	Per- cent	No.	Per- cent
1.3	90	81.1	210	51.9	42	30.4
1.6	30	27.0	40	9.9	23	16.7
1.6	50	45.1	20	4.9	11	7.9
1.2	55	49.8	17	4.2	--	-
1.3	30	27.0	10	2.5	8	5.8
1.1	25	22.5	11	2.7	-	-
1.9	13	11.7	15	3.7	5	3.6
1.7	--	-	20	4.9	10	7.2
-	15	13.5	6	1.5	6	4.3
1.8	10	9.0	15	3.7	2	1.5
-	9	8.1	8	1.9	4	2.9
1.4	2	1.8	7	1.7	-	-
1.5	3	2.7	2	0.5	1	0.7
-	-	-	3	0.7	-	-
-	-	-	3	0.7	-	-
-	3	2.7	-	-	-	-
-	1	0.9	2	0.5	-	-
-	1	0.9	2	0.5	-	-

The villagers listed different types of assets created by NSS in their villages, new roads (52.3 per cent), tree plantation (12.5 per cent), additional buildings to the schools (14.2 per cent), public latrine (11.0 per cent) and others.

While analysing sexwise and educational qualification wise, almost equal number among men and women as well as illiterates, high school educated people and higher educated people had given the same response.

The suggestions for more effective implementation of the NSS activities in the future as given by the community are presented in Table XLVII.

S.No.	Suggestions	Number (N=654)	Pc
1.	Service activities should be continuous	150	
2.	Should lay roads in the villages	66	
3.	Should arrange drinking water supply	57	
4.	Help to get electric supply	57	
5.	NSS to take follow up measures with officials	54	
6.	Should help to get bus facilities	39	
7.	Should help to get loans from banks	39	
8.	Should help to have street lights	33	
9.	Should repair the roads, buildings	30	
10.	Free transportation in government buses for volunteers	21	
11.	People should move freely with students and should co-operate	15	
12.	Drainage should be constructed	15	
13.	Block personnel should help volunteers	12	
14.	Funds should be allotted to do work	12	
15.	Should help to start small scale industries	9	
16.	All villages should get the benefit of the scheme	6	
17.	Refresherment allowance should be increased	6	
18.	Students should be given credit for the activities	6	
19.	Villages should provide accommodation facilities for the students	6	
20.	Should help to build a hospital	6	
21.	Volunteers to be provided with uniforms	3	
22.	A vehicle may be given to NSS	3	
23.	Students to be praised and suitably rewarded	3	
24.	Villages can be improved by the students	3	
25.	To take up adult education classes	3	
26.	Sports and games for women may be arranged	3	
27.	Exhibition may be organised	3	
28.	NSS may arrange village mela	3	
29.	Village people can provide some refreshment	3	
30.	Duration of the camp should be increased	3	
31.	NSS can help to construct a small temple	3	
32.	More construction work may be undertaken by NSS	3	

ION OF NSS ACTIVITIES

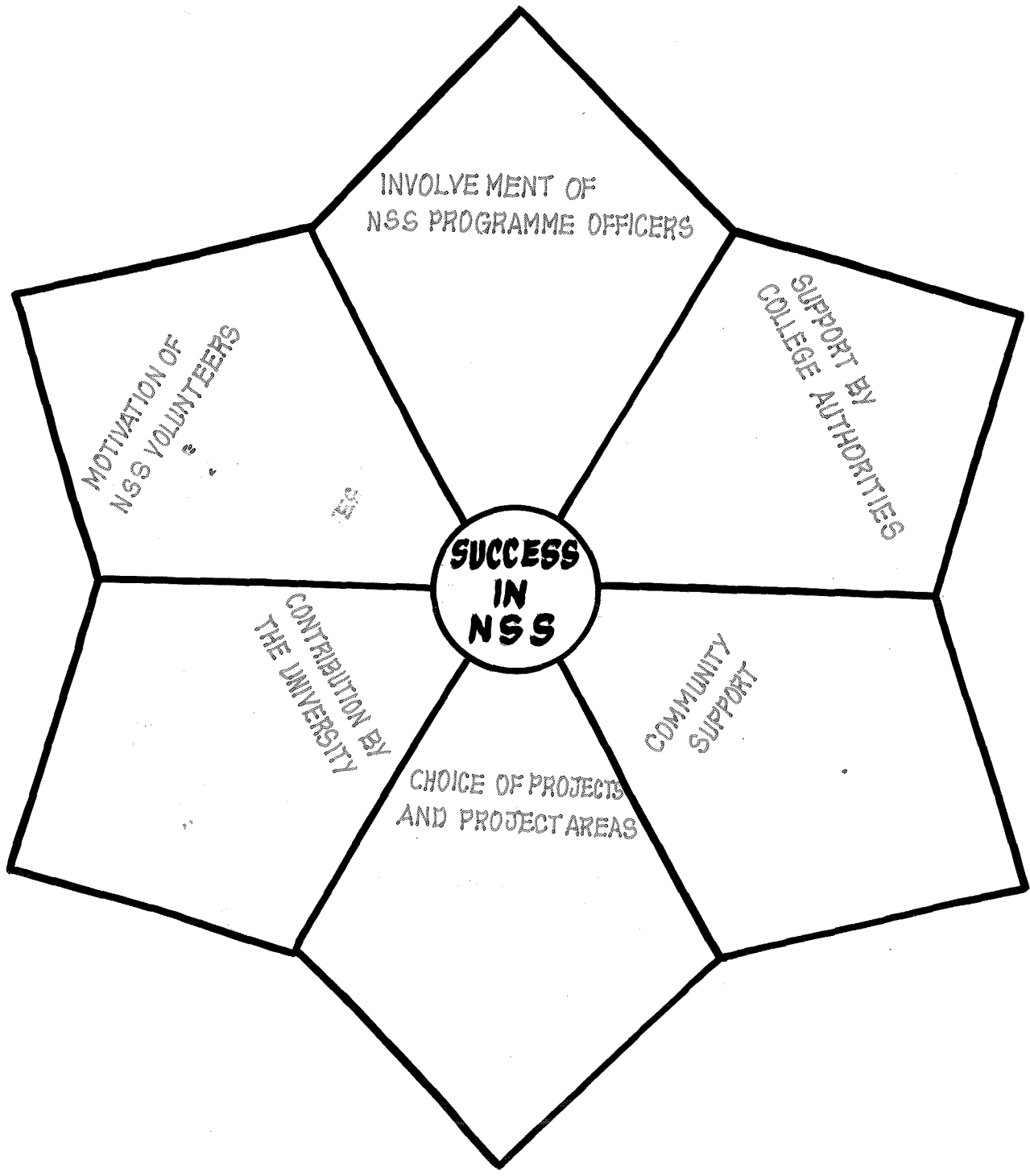
161

Women (N=135)		Illiterate (N=111)		High School (N=405)		Higher Education (N=138)	
No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
10	7.4	45	40.5	55	13.6	50	36.2
26	19.3	40	36.0	20	4.9	6	4.4
50	37.0	45	40.5	8	1.9	4	2.9
50	37.0	48	43.2	9	2.2	-	-
9	6.7	-	-	40	9.9	14	10.2
14	10.4	30	27.0	9	2.2	-	-
10	7.4	32	28.8	7	1.7	-	-
13	9.6	25	22.5	8	1.9	-	-
5	3.7	10	9.0	18	4.4	2	1.5
3	2.2	-	-	10	2.5	11	7.9
5	3.7	-	-	5	1.2	10	7.3
5	3.7	12	10.8	3	0.7	-	-
3	2.2	2	1.8	8	1.9	2	1.5
2	1.5	-	-	4	0.9	8	5.8
2	1.5	3	2.7	3	0.7	3	2.2
3	2.2	2	1.8	2	0.5	2	1.5
-	-	-	-	3	0.7	3	2.2
-	-	-	-	2	0.5	4	2.9
3	2.2	2	1.8	4	0.9	-	-
2	1.5	3	2.7	2	0.5	1	0.7
-	-	-	-	1	0.3	2	1.5
-	-	-	-	2	0.5	1	0.7
-	-	-	-	3	0.7	-	-
1	0.7	-	-	3	0.7	-	-
-	-	2	1.8	1	0.3	-	-
3	2.2	-	-	-	-	3	2.2
2	1.5	2	1.8	1	0.3	-	-
2	1.5	1	0.9	2	0.5	-	-
-	-	1	0.9	2	0.5	-	-
-	-	1	0.9	2	0.5	-	-
1	0.7	3	2.7	-	-	-	-
-	-	1	0.9	1	0.3	1	0.7

The villagers suggested various ways to improve the NSS activities in future. Service activities should be a continuous one (22.9 per cent) NSS has to take follow up measures with officials (8.3 per cent), free transportation in government buses to the volunteers (3.2 per cent), people should move freely with the students and to-co-operate with them for all activities (2.3 per cent) and others.

More (26.9 per cent) men than women (7.4 per cent) had given the suggestion. 'NSS service activities should be continuous'. Women outnumber men while giving the suggestions, 'NSS should arrange drinking water supply' (women 37 per cent men 1.4 per cent) and 'NSS should help to get electric supply' (women 37 per cent men 9.3 per cent).

AN EMPIRICAL MODEL SHOWING THE FACTORS CONTRIBUTING TO THE SUCCESS OF THE NSS PROGRAMMES



S U M M A R Y A N D C O N C L U S I O N

V. SUMMARY AND CONCLUSION

This study is an attempt to evaluate the impact of National Service Scheme (NSS) programmes on students, teachers and the community. Data were collected from the different samples, namely selected NSS volunteers, Programme Officers and the representatives of the community using specially constructed self evaluative questionnaires, assessment sheets and interview schedule.

A sample of 654 NSS volunteers from 65 colleges affiliated to Madurai Kamaraj University, 65 NSS Programme Officers of those colleges, and 654 persons from the community drawn from the villages adopted by the same colleges constituted the sample for the study.

The self evaluation by the NSS volunteers, revealed that the NSS had a good impact on them in developing interest in social service, leadership traits and other qualities and abilities needed for a responsible citizen of the nation. The NSS Programme Officers' evaluation of the impact of NSS on their students, also showed that the NSS activities had helped the volunteers in developing the qualities needed for an Indian youth to serve the great nation. The qualities inculcated in them would also help in their service for the poor and needy in the future. Furthermore the NSS volunteers

were very active and good at work and the abilities imbibed by them had helped in the successful conduct of the NSS programmes in their colleges.

The NSS had helped the NSS Programme Officers also as expressed by them. "Learned about the needs of people" (77 per cent) and "Got good social contacts"(69 per cent) were some of the gains. The NSS had helped them to get rich experiences in guiding and organising the students, which had given satisfaction to 66 per cent of the Programme Officers. The achievements through NSS activities had given the NSS Programme Officers satisfaction and a sense of service for the nation.

The community had participated in, and given co-operation for, the NSS activities conducted in their villages. The community felt that the NSS had helped their communities to develop. The permanent assets created by the NSS in the villages had imparted favourable attitudes in the community people that NSS was a service agency, serving for the welfare of the people. The following recommendations emerge out of this study:

1. The problem of ensuring continuity, primarily because the students are not available for work throughout the year, can be remedied by greater commitment on the part of the colleges to arrange

for continuity of the services throughout the year in a community. To maintain continuity of work in the adopted areas, it is necessary to establish some organised nuclei in the areas or in the colleges. Attempts should be made effectively to motivate the community leaders to take responsibility of continuing the developmental and service programmes in the selected areas even when the students are not available.

2. Most of the colleges implement the NSS programmes only through special camps which are isolated events. There is need to strengthen the regular programmes under the NSS. In the urban and rural areas, there are ample opportunities for the colleges to engage the students in regular NSS programmes and activities.
3. The earnestness, sincerity, devotion and hardwork which the students and the teachers put in their work in a camp are remarkable. However, youth camps should not be mere work projects. The camp should give the joys of community living, and making abiding friendship. There should be intellectual activity, academic discussions, dances, music, sports, games and fun.
4. Sufficient thought should be given for the formulation of projects and in pooling together the resources for implementing them. This often leads to a haphazard and unplanned activity. Consequently, the objectives of the projects are not achieved with the result-waste of time, energy and money and frustrations among the youth. Therefore, programmes must be drawn up in consultation with the specialised agencies, the government departments concerned, the voluntary agencies, students and the felt needs of the local community.
5. The NSS programmes suffer because of the delay in the release of grants. Advance release of grant to the colleges will help to plan and implement the NSS activities more effectively. The allocation of funds for the different aspects of expenditure needs revision due to the spiralling rise of prices for commodities and inflation.

6. The NSS programme officer is paid an out-of-pocket allowance to cover expenses and conveyance and other incidental expenses and because of this payment, the rest of the faculty members of the college think that the NSS is the sole responsibility of the teacher incharge. The concern for the NSS on the part of other teachers is thus lacking. To overcome this, the Principals of the colleges can play a leading role in arousing the interest of other faculty members in NSS.
7. There is a need to recognise the value of participation by students in the NSS. One way of doing this is to see that more preference is given in the matter of employment of those students who have regularly and actively participated in the NSS programmes. There is, however, a need to evolve a consensus to the type of incentive or recognition to be given to the NSS students.

The United Nations have designated the year 1985, as the International Youth Year (IYY). The theme of IYY is "participation, development and peace". In India, the youth population in the age group of 15-35 years is about one third of the total population. Youth, when mobilised collectively, can be an effective tool for national development. The NSS is a popular organisation to mobilise student youth who are the supreme symbol of strength of the nation. The NSS is a massive organised corps which when channelised in the proper direction will help to shape better personalities in addition to their participation in nation building activities for a prosperous future India.

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APPENDICES

8. For how long have you been in NSS? Years
9. What made you join NSS?
10. Have you been regular in the NSS work?
11. Mention the projects which you liked most

Projects liked most

Reasons

12. a) Have the projects been of any practical help to you?

Yes

No

b) If yes, how?

c) If no, why?

13. Describe briefly the achievements of some of the successful projects under regular activities carried out by the NSS with special reference to your role as a volunteers

14. Mention the projects which you liked least.

Project liked least

Reasons

15. Have you attended any special camps?

Yes

No

If yes, mention the nature/details of the camp(s)

16. What part did you play during the camp?

a) Camp leader

b) Group leader (mention the group)

c) A volunteer

17. What were the projects undertaken during the special camps? Give yearwise.

18. What did your group ^{achieve} during the special camps?

Name of camp

Year

Achievement

19. What did you personally gain by your participation in the camp?

20. To what extent have the objectives of the NSS been fulfilled in your unit.

<u>Objectives</u>	<u>Extent of fulfilment</u>		
	Total	Somewhat	Nil

21. Describe briefly the failures or shortcomings of some of the projects and how did you overcome them.

22. What did you achieve as a member of NSS under the following?

- a) Educational
- b) Social
- c) Ethical
- d) Recreational
- e) Psychological
- f) Others (mention)

23. What is the overall impact of NSS on you as a NSS volunteer?

24. What are the specific impacts of NSS on you as a NSS volunteer?

APPENDIX II

ASSESSMENT SHEET FOR ASSESSING THE NSS VOLUNTEERS BY THE NSS PROGRAMME OFFICERS ^{FOR} ELICITING THEIR VIEWS ON THE IMPACT OF NSS PROGRAMMES ON THE VOLUNTEERS

1. Name of the NSS volunteer :
2. Name and address of the College :
3. Sex :
4. Class with subject of specialisation :
5. Age :
6. Resident/Day scholar :
7. How long was he/she in NSS :
8. In which of the following projects he/she was participating:
 - a) Manual Labour projects like road laying, repairing the tanks, building class rooms, Midday meals, etc.
 - b) Adult Education
 - c) Educational services like coaching the weak students
 - d) Better environment like cleaning, providing soak and manure pits, water supply, construction of drains etc.
 - e) Afforestation and tree plantation, kitchen gardening
 - f) Nutrition Education
 - g) Family and childcare education
 - h) Medical and Health Services
 - i) Savings

- j) Service to orphanages, destitute homes, blind school, Deaf and Dumb School, Juvenile delinquent homes, Harijan hostels etc.
 - k) Working in the slums
 - l) Civic services like traffic control, guiding tourists, checking ticketless travel, etc.
 - m) Dissemination of information
 - n) Organising cultural programmes, exhibition, film shows, meetings, etc.
 - o) Preservation of ancient monuments and temples
 - p) Campaigns like rodent control, hybrid variety of seeds, against taking dowry, adulteration etc.
 - q) Organisation of youth clubs, Mahila Mandals etc.
 - r) Celebration of National and local festivals
 - s) Involvement in flood, fire and other relief measures
 - t) Getting loans from Banks
 - u) Starting co-operative societies
 - v) Food for work scheme
 - w) Others, please specify
9. Was he/she regular to the NSS Programmes
10. Did he/she participate with interest and initiative?
11. Did he/she carry out the responsibility entrusted to him/her successfully to the finish?

12. What are his/her specialities?
13. What are his/her limitations/weaknesses?
14. Name the qualities he/she had imbibed because of his/her participation in NSS.
15. Any other remarks

APPENDIX III

**SELF EVALUATION QUESTIONNAIRE FOR THE NSS PROGRAMME OFFICERS FOR
ELICITING INFORMATION ABOUT THE IMPACT OF NSS PROGRAMMES ON THEM**

1. Name :
2. Designation :
3. Name and Address of
the College :
4. Academic qualification :
5. Age :
6. Sex :
7. Marital status :
8. Subjects taught : Undergraduate Postgraduate
9. Years of experience as a college teacher
10. For how long are you working as NSS programme officer
11. What are the objectives of NSS of the college?
12. State the reasons which prompted you to take up the
responsibility as NSS programme officer

13. Were you in NSS as a student:

Yes No

14. a) If yes, for how many years

b) In what way has that experience helped you

15. a) Have you undergone 12-days Orientation Training for NSS programmes. Officers?

Yes No

b) If yes, please give details of the training

Date	Place	Duration	Content	Remarks

16. Name of the adopted village/slum

17. How do you choose the projects and project areas

18. Name the different projects that you were doing under regular activities.

19. What are the major NSS activities under special camping programme during the course of the year.

20.
 - a) Do you evaluate and change the projects and areas every year under the regular activities.
 - b) If yes, how?

21.
 - a) Do you evaluate the NSS students
 - b) If yes, how often and how do you evaluate

22. What are the benefits you derive being the NSS programme officer.

23. What is the overall impact of NSS on you as NSS programme officer?

24. What did you achieve as NSS programme officer under the following:
 - a) Educational
 - b) Social
 - c) Ethical
 - d) Recreational
 - e) Material
 - f) Others if any (specify)

28. Do you involve the village people while planning and carrying out the regular NSS activities.

29. Are you able to enlist co-operation of other staff members for NSS activities.
30. Describe briefly the achievements of some of the successful projects carried out by you giving special reference to your role.
31. Describe briefly the failures or shortcomings of some of the projects carried out by you.

APPENDIX IV

**INTERVIEW SCHEDULE TO ELICIT INFORMATION ABOUT IMPACT OF NSS
PROGRAMMES ON THE COMMUNITY**

1. Name of the village :
2. Name of the interviewee :
3. Address :
4. Sex :
5. Age :
6. Educational qualification :
7. Occupation :
8. Since how long are you staying in the village :
9. The students of which colleges are coming to the village for carrying out service activities.
10. How often do they come
11. Since how long are the students coming to the village
12. Mention the various activities carried out in your village by the students.

13. Do the students consult you while planning for activities in the village.

14. How do you cooperate with the NSS students?

15. Do you participate in the activities carried out by the NSS volunteers?

Yes

No

If yes, please give mode of participation

16. From the NSS students, /service activities, what benefits are you getting under the following heads:

For yourself

For the village

Material

Social

Educational

Ethical

Recreational

Health and Nutrition

Assets such as

Others, if any (mention)

17. Have the students camped for some days in your village?

18. What are the permanent assets that have come up because of the NSS students' service activities?

19. Please offer your suggestions for effective implementation of the activities by the students.

