



MSP MANDAL'S

**YESHWANTRAO CHAVAN COLLEGE
AMBAJOGAI**

NSS Department Profile





Departmental profile

Introduction:

National Service Scheme, under the Ministry of Youth Affairs & Sports Govt. of India, popularly known as NSS was launched in Gandhiji's Birth Centenary Year 1969, in 37 Universities involving 40,000 students with primary focus on the development of personality of students through community service. Today, NSS has more than 3.2 million student volunteers on its roll spread over 298 Universities and 42 (+2) Senior Secondary Councils and Directorate of Vocational Education all over the country. From its inception, more than 3.75 crores students from Universities, Colleges and Institutions of higher learning have benefited from the NSS activities, as student volunteers.

History and Growth of NSS:

In India, the idea of involving students in the task of national service dates back to the times of Mahatma Gandhi, the father of the nation. The central theme which he tried to impress upon his student audience time and again, was that they should always keep before them, their social responsibility. The first duty of the students should be, not to treat their period of study as one of the opportunities for indulgence in intellectual luxury, but for preparing themselves for final dedication in the service of those who provided the sinews of the nation

with the national goods & services so essential to society. Advising them to form a living contact with the community in whose midst their institution is located, he suggested that instead of undertaking academic research about economic and social disability, the students should do “something positive so that the life of the villagers might be raised to a higher material and moral level”.

The post-independence era was marked by an urge for introducing social service for students, both as a measure of educational reform and as a means to improve the quality of educated manpower. The University Grants Commission headed by Dr. Radhakrishnan recommended introduction of national service in the academic institutions on a voluntary basis with a view to developing healthy contacts between the students and teachers on the one hand and establishing a constructive linkage between the campus and the community on the other hand. The idea was again considered by the Central Advisory Board of Education (CABE) at its meeting held in January, 1950. After examining the various aspects of the matter and in the light of experience of other countries in this field, the Board recommended that students should devote some time to manual work on a voluntary basis and that the teachers should also associate with them in such work. In the draft First Five-year Plan adopted by the Government of India in 1952, the need for social and labour service for students for one year was further stressed. Consequent upon this, labour and social service camps, campus work projects, village apprenticeship scheme etc., were put into operation by various educational institutions. In 1958, the then Prime Minister Pandit Jawaharlal Nehru in his letter to the Chief Ministers, mooted the idea of having social service as a prerequisite for graduation. He further directed the Ministry of Education to formulate a suitable scheme for introduction of national service into the academic institutions.

In 1959, a draft outline of the scheme was placed before the Education Minister's Conference. The Conference was unanimous about the urgent need for trying out a workable scheme for national service. In view of the fact that education as it was imparted in schools and colleges, left something to be desired and it was necessary to supplement it with programmes which would arouse interest the social and economic reconstruction of the country. It was viewed that if the objectives of the scheme were to be realized, it was essential to integrate social service with the educational process as early as possible. The Conference suggested the appointment of a committee to work out details of the proposed pilot project. In pursuance of these recommendations, a National Service Committee was appointed under the Chairmanship of Dr. C.D. Deshmukh on August 28, 1959 to make concrete suggestions in this direction. The committee recommended that national service for

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a period of nine months to a year may be made compulsory for all students completing high school education and intending to enrolled themselves in a college or a university. The scheme was to include some military training, social service, manual labour and general education. The recommendations of the Committee could not be accepted because of its financial implications and difficulties in implementation.

In 1960, at the instance of the Government of India, Prof. K.G. Saiyidain studied national service by students implemented in several countries of the world and submitted his report under the title "National Service for the Youth" to the Government with a number of recommendations as to what could be done in India to develop a feasible scheme of social service by students. It was also recommended that social service camps should be open to students as well as non-students within the prescribed age group for better inter-relationship.

The Education Commission headed by Dr. D.S. Kothari (1964-66) recommended that students at all stages of education should be associated with some form of social service. This was taken into account by the State Education Minister during their conference in April 1967 and they recommended that at the university stage, students could be permitted to join the National Cadet Corps (NCC) which was already in existence on a voluntary basis and an alternative to this could be offered to them in the form of a new programme called the National Service Scheme (NSS). Promising sportsmen, however, should be exempted from both and allowed to join another scheme calle4d the National Sports Organisation (NSO), in view of the need to give priority to the development of sports and athletics.

The Vice Chancellors' Conference in September, 1969 welcomed this recommendation and suggested that a special committee of Vice Chancellors could be set up to examine this question in detail. In the statement of national policy on education of the Government of India, it was laid down that work experience and national service should be an integral part of education. In May, 1969, a conference of the students' representatives of the universities and institutions of higher learning convened by the Ministry of Education and the University Grants Commission also unanimously declared that national service could be a powerful instrument for national integration. It could be used to introduce urban students to rural life. Projects of permanent value could also be undertaken as a symbol of the contribution of the student community to the progress and upliftment of the nation.

The details were soon worked out and the Planning Commission sanctioned an outlay of Rs. 5 crores for National Service Scheme (NSS) during the Fourth Five Year Plan. It was

stipulated that the NSS programme should be started as a pilot project in select institutions and universities.

On **September 24, 1969**, the then Union Education Minister *Dr. V.K.R.V. Rao*, launched the NSS programme in 37 universities covering all States and simultaneously requested the Chief Ministers of States for their cooperation and help. It was appropriate that the programme was started during the Gandhi Centenary Year as it was Gandhiji who inspired the Indian youth to participate in the movement for Indian independence and the social uplift of the downtrodden masses of our nation. The cardinal principle of the programme is that it is organised by the students themselves and both students and teachers through their combined participation in social service, get a sense of involvement in the tasks of national development.

Objectives of NSS:

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

The broad objectives of NSS are to:

1. To understand the community in which they work
2. To understand themselves in relation to their community;
3. To identify the needs and problems of the community and involve them in problem solving process;
4. To develop among themselves a sense of social and civic responsibility;
5. To utilize their knowledge in finding practical solution to individual and community problems;
6. To develop competence required for group living and sharing of responsibilities;

7. To gain skills in mobilizing community participation;
8. To acquire leadership qualities and democratic attitude;
9. To develop capacity to meet emergencies and natural disasters and
10. To practice national integration and social harmony.

The Motto:

The motto or watchword of the National Service Scheme is: ***'NOT ME BUT YOU'***.

This reflects the essence of democratic living and upholds the need for selfless service and appreciation of the other person's point of view and also to show consideration for fellow human beings. It underlines that the welfare of an individual is ultimately dependent on the welfare of society on the whole. Therefore, it should be the aim of the NSS to demonstrate this motto in its day-to-day programme.

NSS Symbol:

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



NSS Badge:

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

NSS Day:

NSS was formally launched on 24th September, 1969, the birth centenary year of the Father of the Nation. Therefore, 24 September is celebrated every year as NSS Day with appropriate programmes and activities. NSS Song 6. During Silver Jubilee Year the NSS theme song has been composed. All

NSS volunteers are expected to learn the theme song and sing the song during NSS programmes and celebrations. The theme song cassette is available and the theme song is given in the end of the Manual.

Code of conduct for NSS students

- (i) All volunteers shall work under the guidance of a group leader nominated by the Programme Officer.
- (ii) They shall make themselves worthy of the confidence and cooperation of the group/community leadership.
- (iii) They shall scrupulously avoid entering into any controversial issue.
- (iv) They shall keep day-to-day record of their activities/experience in the enclosed pages of the diary and submit to the Group Leader/Programme Officer for periodic guidance.
- (v) It is obligatory on the part of every volunteer to wear the NSS badge while on work

Programme Officers of NSS unit.

Year	Name of PO	Unit	Department
2017-2018	Dr. D.D, Bhise Dr. A.B. Barure	Unit 1 Unit 2	Marathi English
2018-2019	Dr. D.D, Bhise Dr. A.B. Barure	Unit 1 Unit 2	Marathi English
2019-2020	Dr. I. R. Bhagat Dr. A. D. Markale	Unit 1 Unit 2	Commerce History
2020-2021	Dr. I. R. Bhagat Dr. A. D. Markale	Unit 1 Unit 2	Commerce History
2021-2022	Dr. I. R. Bhagat Dr. A. D. Markale	Unit 1 Unit 2	Commerce History
2022-2023	Dr. I. R. Bhagat Dr. A. D. Markale Dr. A. B. Barure	Unit 1 Unit 2 Unit 3	Commerce History English

Year wise students' enrolment in NSS units.**No. of Regular enrolled volunteers.**

Year	Male	Female	Total
2017-2018	112	88	200
2018-2019	110	90	200
2019-2020	125	75	200
2020-2021	112	88	200
2021-2022	125	75	200
2022-2023	194	106	300

NSS Camp (Place and Date)

Year	Place	Date
2017-2018	Jawalban	18.01.2018 to 24 01.2018
2018-2019	Jawalban	27.12.2018 to 02.01.2019
2019-2020	Seluamba	06.01.2020 to 12.01.2020
2020-2021	Seluamba	Not organised due to pandemic
2021-2022	Seluamba	20.03.2022 to 26.03.2022
2022-2023	Sripatraywadi	05.02.2023 to 11.02.2023

NSS Volunteer Representative

Year	Name of Volunteer Representative
2017-2018	Krushna Somvanshi
2018-2019	Ravi Devake
2019-2020	Atul Nirde
2020-2021	Suraj Deshmukh
2021-2022	Satyajit Mane
2022-2023	PratkshaMaske

NSS Activities

Following are the list of activities during academic year 2019-2020 to 2022-2023 Regular as well as Special Camping. The aim of the Regular and special Camping Programme is to bring youth face to face with the community and make efforts to improve their life. The NSS volunteers are devoting about 80 hours in Regular Activities for the development of the adopted village. Special Camping has conceived as an opportunity to live with that community for 10 days, and experience the conditions and problems of the people. The NSS volunteers has inspired to take initiatives for the improvement of their condition. Although the focus of the Special Camps changes periodically and regular programmes are organised in response to the community needs at the micro-level, some broad areas of activities are enumerated below:

- A. Environment Enrichment and Conservation:** Whereas the main theme for the special camping programme would be **“Youth for Sustainable Development”**, activities aimed at environment – enrichment would be organised under the sub-theme of **“Youth for Water conservation and Better Environment”**.

The activities organised under this sub-theme are:

- (i) Plantation of trees, their preservation and upkeep (each NSS unit should plant and protect at least 100 saplings);
- (ii) Cleaning College Campus, Parks/Gardens
- (iii) Construction & maintenance of Village streets, Drains, etc. So as to keep the environment clean;
- (iv) Cleaning of Village Ponds.
- (v) Watershed Management and Wasteland Development

- B. Health, Family Welfare and Nutrition Programme:**

- (i) Working with people in nutrition programmes with the help of Home Science and medical college faculty.
- (ii) Provision of safe and clean drinking water
- (iii) Integrated child development programmes (PoshanMaha)
- (iv) Health education, AIDS Awareness and preliminary health care. (Research activity by students)

- C. Programmes aimed at creating an awareness for improvement of the status of women:**

- (i) Programmes of educating people and making them aware of women’s rights both constitutional and legal;
- (ii) Creating consciousness among women that they too contributed to economic and social well-being of the community.
- (iii) Creating awareness among women that there is no occupation or vocation which is not open to them provided they acquire the requisite skills

- D. Social Service Programmes:** Depending on the local needs and priorities, the following activities/programmes are undertaken: -
- (i) work with the organisations of child welfare
 - (ii) work in institutions meant for physically and mentally handicapped
 - (iii) organising blood donation.
 - (iv) work in Cheshire homes, orphanages, homes for the aged etc
 - (v) prevention of slums through social education and community action.
- E. Relief & Rehabilitation work during Natural Calamities:** These programmes have enabled the students to understand and share the agonies of the people affected in the wake of natural calamities like cyclone, flood, earthquakes, etc. The main emphasis has been given on their participation in programmes, and working with the people to overcome their handicaps, and assisting the local authorities in relief and rehabilitation work in the wake of natural calamities. The NSS students are involved in: - (i) assisting the authorities in distribution of rations, medicine, clothes etc.; (ii) assisting the health authorities in inoculation and immunization, supply of medicine etc.; (iii) working with the local people in reconstruction of their huts, cleaning of wells, building roads etc.; (iv) assisting and working with local authorities in relief and rescue operation; (v) collection of clothes and other materials, and sending the same to the affected areas.
- F. Education and Recreations:** Activities in this field are done like: (i) adult education (short-duration programmes); (ii) pre-school education programmes; (iii) programmes of continuing education of school drop outs, remedial coaching of students from weaker sections; (iv) work in crèches; (v) participatory cultural and recreation programmes for the community including the use of mass media for instruction and recreation, programmes of community singing, dancing etc

The above is only an illustrative list of the type of activities that have been undertaken. The NSS Unit has aimed at the integrated development of the area selected for its operation which is either a village or a slum. It has also ensured that at least a part of the programme does involve manual work.

Programme Officer Unit 1 _____

Principal

Programme Officer Unit 2 _____

Programme Officer Unit 3 _____