

**NATIONAL SERVICE SCHEME MANUAL
(REVISED)**

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PART-I
INTRODUCTION OF NATIONAL SERVICE SCHEME

Chapter 1 : PHILOSOPHY OF NATIONAL SERVICE SCHEME

History and Growth of NSS:

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

- as early as possible. The Conference suggested the appointment of a committee to work out details of the proposed pilot project. In pursuance of these recommendations, a National Service Committee was appointed under the Chairmanship of Dr. C.D. Deshmukh on August 28, 1959 to make concrete suggestions in this direction. The committee recommended that national service for a period of nine months to a year may be made compulsory for all students completing high school education and intending to enroll themselves in a college or a university. The scheme was to include some military training, social service, manual labour and general education. The recommendations of the Committee could not be accepted because of its financial implications and difficulties in implementation.
5. In 1960, at the instance of the Government of India, Prof. K.G. Saiyidain studied national service by students implemented in several countries of the world and submitted his report under the title "National Service for the Youth" to the Government with a number of recommendations as to what could be done in India to develop a feasible scheme of social service by students. It was also recommended that social service camps should be open to students as well as non-students within the prescribed age group for better inter-relationship.
 6. The Education Commission headed by Dr. D.S. Kothari (1964-66) recommended that students at all stages of education should be associated with some form of social service. This was taken into account by the State Education Minister during their conference in April 1967 and they recommended that at the university stage, students could be permitted to join the National Cadet Corps (NCC) which was already in existence on a voluntary basis and an alternative to this could be offered to them in the form of a new programme called the National Service Scheme (NSS). Promising sportsmen, however, should be exempted from both and allowed to join another scheme called the National Sports Organisation (NSO), in view of the need to give priority to the development of sports and athletics.
 7. The Vice Chancellors' Conference in September, 1969 welcomed this recommendation and suggested that a special committee of Vice Chancellors could be set up to examine this question in detail. In the statement of national policy on education of the Government of India, it was laid down that work experience and national service should be an integral part of education. In May, 1969, a conference of the students' representatives of the universities and institutions of higher learning convened by the Ministry of Education and the University Grants Commission also unanimously declared that national service could be a powerful instrument for national integration. It could be used to introduce urban students to rural life. Projects of permanent value could also be undertaken as a symbol of the contribution of the student community to the progress and upliftment of the nation.
 8. The details were soon worked out and the Planning Commission sanctioned an outlay of Rs. 5 crores for National Service Scheme (NSS) during the Fourth Five Year Plan. It was stipulated that the NSS programme should be started as a pilot project in select institutions and universities.
 9. On September 24, 1969, the then Union Education Minister Dr. V.K.R.V. Rao, launched the NSS programme in 37 universities covering all States and simultaneously requested the Chief Ministers of States for their cooperation and help. It was appropriate that the programme was started during the Gandhi Centenary Year

as it was Gandhiji who inspired the Indian youth to participate in the movement for Indian independence and the social uplift of the downtrodden masses of our nation.

10. The cardinal principle of the programme is that it is organised by the students themselves and both students and teachers through their combined participation in social service, get a sense of involvement in the tasks of national development. Besides, the students, particularly, obtain work experience which might help them to find avenues of self-employment or employment in any organisation at the end of their university career. The initial financial arrangements provided for an expenditure of Rs. 120/- per NSS student per annum to be shared by the Central and the State Governments in the ratio of 7:5 i.e. the Central Government spending Rs. 70/- and State Governments Rs. 50/- respectively per NSS student per year. An amount of Rs. 120/- per NSS student per annum on programmes to be shared by the Central and State Governments in the ration of 7:5 (i.e. Rs. 70/- per student by the central government and Rs. 50/- per student by the State Governments). Keeping the inflation in view, it is now under consideration to revise the amount for Special Camping and Regular Activities.
11. The response of students to the scheme has been quite encouraging. Starting with an enrollment of 40,000 students in 1969, the coverage of NSS students, increased to 11.36 lakhs during 1995-96. The coverage of NSS students during the 6th, 7th and 8th Five Year Plan was as under:-

1980-81	-	4.75 lakhs
1981-82	-	5.12 lakhs
1982-83	-	5.40 lakhs
1983-84	-	5.71 lakhs
1984-85	-	6.10 lakhs
1985-86	-	7.20 lakhs
1986-87	-	7.74 lakhs
1987-88	-	8.50 lakhs
1988-89	-	8.88 lakhs
1989-90	-	10.38 lakhs
1990-91	-	10.97 lakhs
1991-92	-	10.26 lakhs
1992-93	-	10.26 lakhs
1993-94	-	11.16 lakhs
1994-95	-	11.24 lakhs
1995-96	-	11.36 lakhs
1996-97	-	12.89 lakhs
1997-98	-	13.52 lakhs

12. The scheme now extends to all the states ad universities in the country and covers +2 level also in many states. Students, teachers, guardians, persons in authority in government, universities and colleges/schools and the people in general now realize the need and significance of NSS. It has aroused among the student youth an awareness of the realities of life, a better understanding and appreciation of the problems of the people. NSS is, thus, a concrete attempt in making campus relevant to the needs of the community. There are several instances of excellent work and

- exemplary conduct of NSS units which have earned them respect and confidence of the people. The special camping programmes organised under the themes of 'Youth Against Famine (1973)', 'Youth Against Dirt & Disease (1974-75)', 'Youth for Eco-Development' and 'Youth for Rural Reconstruction' 'Youth for National Development and Youth for Literacy (1985-93)' 'Youth for National Integration and Communal Harmony (1993-95)' have resulted in gains both to the community as well as to the students. The theme for the year 1995-96 onwards for Special Camping is Youth for Sustainable Development with focus on Watershed Management and Water land Development'. Themes have been selected in accordance with national priorities. Also, from 1991-92 onwards NSS has launched a nationwide campaign on AIDS Awareness called "Universities Talk AIDS" (UTA) which has earned international attention and appreciation.
13. Community service rendered by university and +2 level students has covered several aspects like adoption of villages for intensive development work, carrying out the medico-social surveys, setting up of medical centres, programmes of mass immunization, sanitation drives, adult education programmes for the weaker sections of the community, blood donation, helping patients in hospitals, helping inmates of orphanages and the physically handicapped etc. NSS volunteers did commendable relief work during natural calamities/emergencies such as cyclones, floods, famine, earthquake, et. From time to time all over the country. The NSS students have also done useful work in organising campaigns for eradication of social evils, and popularization of the nationally accepted objectives like nationalism, democracy, secularism, social harmony and development of scientific temper.

Proposed Expansion

14. NSS programme have expanded both quantitatively and qualitatively over the years. A review committee was set up by the Government of India in August, 1984. One of the important recommendations of the committee was that the programme of NSS had great potential and, therefore, should continue and expand. The committee also recommended a 10 percent rate of growth of coverage of students under NSS in each year. This recommendation of the committee has been accepted by the government and by the end of IX Plan, the target of covering 20.00 lakh students under the programme is to be achieved.
15. Recently, the scheme has been extended to form an open unit, involving ex-NSS volunteers, and persons having an aptitude for social work.

NSS at + 2 Stage

16. The scheme at +2 stage was introduced in 1985 on an experimental basis in states of Karnataka, Kerala, Tamil Nadu, Goa, Gujarat, West Bengal and Union Territory of Daman and Diu. It has been extended to other states after an evaluation conducted by specialized agencies. By the year 1992 the SS programme has been extended to the States of Gujarat, Kerala, Punjab, Haryana, West Bengal, Rajasthan, Tamil Nadu, Goa and Union Territories of Chandigarh, Delhi and Pondicherry covering 1.60 lakh students. Presently, the total strength of NSS is more than 1.3 million.

- 16.1 As the role of NSS has been appreciated and recognized in the New Education Policy, the State Governments are requested to increase the coverage. For this purpose, the State Governments are expected to make necessary provisions in their budget in order to be able to meet the expenditure on 10 percent increase in the number of NSS volunteers every year.

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

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

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

“We strongly reiterate para 8.22 of NPE. Adequate facilities should be provided to ensure that all students participate in one or the other existing schemes, particularly National Service Scheme (NSS) and National Cadet Corps (NCC)” Para 13.4 Central Advisory Board of Education Committee on Policy – January, 1992.

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

- (a) Recognition of the outstanding contribution of teachers to NSS as an extension work under the third dimension of the university system as equivalent to research work.
- (b) Special incentives for teachers for outstanding contributions under NSS.
- (c) Special incentives for students with outstanding records under NCC, NSS etc. at the time of their admission to college and university and also for promotion within colleges and universities.

(Para No.20.3.3 Programme of Action 1992 on National Policy on Education by Government of India, Ministry of Human Resource Development)

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

and +2 level can have such opportunities through the NSS and NCC as envisaged in National Policy on Education.

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

Chapter-2 : NSS – BASIC CONCEPTS

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

Objectives:

1. The broad objectives of NSS are to:

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

The Motto

2. 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

3. 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

4. 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

5. 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.

PART – II

NSS PROGRAMMES AND ACTIVITIES

Chapter 1 : BASIC CONCEPTS AND COMPONENTS

1. The National Service Scheme was started to establish a meaningful linkage between the campus and the community. Mahatma Gandhi, the Father of the Nation, had recognized that the country could not progress in a desired direction until the student youth were motivated to work for the upliftment of the villages/community. For Gandhiji the villages, where majority of the population lived, represent the country i.e. India. Therefore, for the national reconstruction and national resurgence it was deemed fit that the students and teachers should be properly sensitized and utilized for strengthening the Indian society as a whole with particular emphasis on rural community. Therefore, student youth, teachers and the community are considered the three basic components of the National Service Scheme.

NSS Programme Officer

1.1 The Programme Officer, who is a member of the teaching faculty provides necessary leadership to the youth/NSS students. The teacher/NSS programme officer has the professional knowledge and skills. He/she is also a representative of the school/college and the educated elite and knows the needs and aspirations of student youth. Further he/she is expected to be a role model of the values and the norms of the institution and the society as a whole. Therefore, he/she is the fittest person to provide necessary lead to the students in developing their personality through community service. In fact the Programme Officer is a friend, philosopher and guide to the students in achieving this goal.

NSS Volunteer

1.2 The NSS volunteer, who is a college/+2 level student is the main beneficiary of the programme by way of development of his/her perception about the community, his/her skill to perform certain jobs, and develop quality of a leader, organiser, and an administrator and development of his/her personality as a whole. Through NSS, he/she gets opportunities to see the community closely and thus gets an experience of human nature in relation to his/her environment. This is how the NSS programme aims to make NSS student youth better citizens through “Development of their personality through Community Service”.

Community

1.3 The community provides NSS volunteer the first hand knowledge of living conditions of masses to the NSS volunteers and thus, the process of mutual learning starts. The interaction of community with students and teachers while on one hand enrich the personality of student volunteers and on the other hand help the community to improve its living conditions.

Aims of NSS Programmes/Activities

- 1.4 The operational aim of NSS is to integrate the three basic components of the programme. NSS programme should provide a variety of learning experiences which must develop a sense of participation, service and achievement among the volunteers. The activities should aim at the following:-
- (i) making education more relevant to the present situation to meet the felt needs of the community and supplement the education of the university/college students by bringing them face to face with the rural situation;
 - (ii) Providing opportunities to the students to play their role in planning and executing development projects which would not only help in creating durable community assets in rural areas and urban slums but also results in the improvement of quality of life of the economically and socially weaker sections of the community;
 - (iii) Encouraging students and non-students to work together along with the adults in rural areas;
 - (iv) Developing qualities of leadership by discovering the latent potential among the campers, both students as well as local youth (Rural and Urban), with a view to involve them more intimately in the development programme and also to ensure proper maintenance of the assets created during the camps;
 - (v) Emphasizing dignity of labour and self-help and the need for combining physical work with intellectual pursuits;
 - (vi) Encouraging youth to participate enthusiastically in the process of national development and promote national integration, through corporate living and cooperative action.

While undertaking these activities, each NSS unit should envisage its programmes/activities aimed at instilling discipline, building character, promotion of physical fitness and development of culture.

Classification of NSS Programme

- 1.5 NSS activities have been divided in two major groups. These are regular NSS activities and special camping programme –
- (a) Regular NSS Activity: Under this, students undertake various programmes in the adopted villages, college/school campuses and urban slums during week ends or after college hours;
 - (b) Special Camping Programme: Under this, camps of 10 days duration are organised in adopted villages or urban slums during vacations with some specific projects by involving local communities. 50% NSS volunteers are expected to participate in these camps. Special Camping programme under NSS has been dealt with in Part III in detail.
- 1.6 NSS Regular Activities: As stated above, NSS volunteers undertake various activities in adopted villages and slums for community service. Duration of these

services is 120 hours. The NSS units organise the regular activities as detailed below:

- (i) Orientation of NSS volunteers: To get the NSS volunteers acquainted with the basics of NSS programmes, 20 hours are allocated for their orientation through lectures, discussions, field visits and audio-visuals etc.
- (ii) Campus Work: The NSS volunteers may be involved in the projects undertaken for the benefit of the institution and students concerned. Such projects cover development of play grounds, laying of gardens, tree plantation in the premises, awareness programmes on drug-abuse, AIDS, population education and other projects. The NSS volunteers may work on campus projects for not exceeding 30 hours in a year;
- (iii) The remaining 70 hours will be utilized for community service on the projects in adopted villages/urban slums independently or in collaboration with others in this field, as detailed below:
 - (a) Institutional work: The students may be placed with selected voluntary organisations working for the welfare of women, children, aged and disabled outside the campus.
 - (b) Rural Project: The rural projects generally include the working of NSS volunteers in adopted villages for eradication of illiteracy, watershed management and wasteland development, agricultural operations, health, nutrition, hygiene, sanitation, mother and child care, family life education, gender justice, development of rural cooperatives, savings drives, construction of rural roads, campaign against social evils etc.
 - © Urban Projects: In addition to rural projects other include adult education, welfare of slum dwellers, training in civil defence, traffic control, setting up first-aid posts, work in hospitals, orphanages, destitute home, environment, population education, drug, AIDS awareness, and income generation projects etc. Professional and technical institutions having NSS may have to design appropriate programmes for the community based on the needs.
 - (d) Natural calamities & National Emergencies: The NSS units are expected to utilize the services of NSS volunteers at the time of natural calamities and national emergencies for mobilizing public support and rendering necessary assistance to the authorities in rescue, relief and rehabilitation. In such emergencies and calamities the Programme Officers are expected to take the initiative and offer the services of the NSS units and its volunteers to assist the administration. For further details please see page No.23 of the Manual.
 - (e) National Days and Celebrations: The National Service Scheme programmes also include the celebration of National days. The purpose of such a provision is to celebrate such occasions in a befitting manner. List

of important days and weeks to be celebrated at institutional level are given in Annexure-I.

- 1.7 National Programmes: In the development perspective of any nation, certain programmes assumes special relevance in view of problems existing or anticipated. In our country, three such programmes have been launched. They are the Mass Programme of Functional Literacy, AIDS Awareness Programme and Sustainable Development with emphasis on Watershed Management & Wasteland Development. It is pertinent to mention here that NSS Volunteers have come forward with zeal to make these programmes a great success.