



## Integrated Youth Development - National Service Scheme (NSS) Approach

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### ORIGINAL ARTICLE



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INTEGRATED YOUTH DEVELOPMENT - NATIONAL SERVICE SCHEME(NSS) APPROACH  
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### Abstract

The education system in our country, introduced during the British rule, was mostly academic and confined to literacy. It did not cater to the all round development of an individual. So, after independence it was considered necessary to supplement literacy education with training which will enable the students to attain fulfilment both as an individual as well as a social being. The National Education Commission (1964-66) stressed the importance of forging a link between the school and the community. The commission in its magnificent report 'Education and Development' has also observed: "The destiny of India is now being shaped in her class rooms". This, we believe, is not mere rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. On the quality and number of persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction. Students are actually the citizens, policy makers and administrators of tomorrow. As such they must be exposed to the problem and intricacies which endanger the very existence of the individual and the society as a whole. They should acquire knowledge (in the cognitive domain), learn skills (in the psychomotor domain) and develop attitude and sense of value judgement (in the effective domain) so that they become competent enough to handle them.

### Key words

Youth development, NSS policy, Reliable approach, Education system, Training methods.

## Youth Policy

A national policy for youth is more important and urgent today than ever before. A plea for a policy for the youth is due to the fact that the future is to be shaped, guided and decided by the youth and without it, the development of the nation becomes difficult. Youth are the backbone of any nation and progress of the nation largely depends upon the development of the youth itself. Youth are sometimes considered aggressive and problem creators. In the last four decades the gap between generations seems to have widened. Youth strives more and more for autonomy and authenticity. Seeking to create life styles, social values and norms that are often radically different from those of most adults. This striving is intensified by the uncertainty and the unreliability of their elders with regard to the future of the economy, the state of environment or the maintenance of world peace.

The present situation has changed considerably from that of the past. Students of today have been brought up in the changed situation and their desires, aspirations and attitude towards life in general have changed considerably. The student population cannot mix freely with the older.

## Generation

In a study of the 'Generation Gap' Margaret Mead cites a wonderful truth that until recently, our elders could say, "I have been young and you have never been old". Today, the young can reply, "you have never been young in the World I am young in".

Education may be conceived as the heart of society. Without education, no economical as well as social development is possible in a large country. Our government needs a socialistic, egalitarian and peaceful society for which an all round economic growth and development through a planned process should be given top priority. But after independence seventy three years have passed, still we are far away from our basic objective.

## Education and National Service Programmes

One of the recommendations of the Education commission (1964-66) was 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 ministers during their conference in April 1967, and they recommended that at the university stage, students could be permitted to join the National Cadet Crops (NCC) and an alternative to this could be offered to them in the form of a new programme called National Service Scheme (NSS). Promising sportsmen, however, should be exempted from both and allowed to join another scheme called the National Sports Organization (NSO), in view of the need to given priority to the development of sports and athletics. The conference of vice- chancellors in September 1967 welcomed these recommendations. On September 24, 1969, the then Union Education Minister, Dr. V. K. R. V. Rao, launched the NSS programme in 37 universities covering all the major states with a student enrolment of 40,000. At present 160 universities and institutions of higher learning are involved in various activities under the programme. There are around 22,000 teachers implementing the NSS through 22,000 units in the country with an estimated enrolment of about 22 lakh students.

The educational nature of the NSS is now widely recognized and it is felt that the introduction of NSS is a concrete attempt to make education relevant to the needs of the society and an instrument of social change and development.

The scheme is 54 years old. It has reached its adulthood. It has moved from an adhoc programme to a movement. However, though it is running on a permanent basis, a very little effort has been made to ascertain the effectiveness of this programme.

"Old order changeth yielding place to new. This poetic observation is not only true for nature but also for the society and environment in which we live. But the difference is that indefinite period to welcome the 'new changes' to come automatically while in 'Nature' the 'New comes in a cyclical

order after a definite period of time. We shall have to bring changes, such changes which will ensure the market improvement and advancement of society. We, "living in a society, depend on it for all our primary needs viz., food, clothes, shelter, health and education. We take these according to our ability but feel least for them who provide these with benign modesty. The feeling for others, to do something for the uplift of society, is not uncommon. The ideology working behind the NSS emphasizes upon teaching and practicing humanitarian sense of values.

### **National Policy on Education and NSS**

A major development worth mentioning here is the acceptance of NSS as a part of the National Policy on Education in 1986 and its revised version in 1992. The contribution of NSS was recognized for the first time when the policy recommended to make it a part of the education system and as an alternative to NCC and sports. The programme of action (POA) has spelled out the need for incentives and academic credits to students and teachers for their social contribution through NSS. It was recognized as a third dimension of the higher education system. The UGC also have recognized the teachers' participation in NSS as a positive element in the performance appraisal of college and university teachers. A debate is going on in the universities on how to integrate NSS, adult education, population, education and women's development programme as a composite extension service. Extension activities are an important part of the university system, but so far they have not received due attention. However, by no means should the importance of teaching or research be denied. It is an admitted fact that they are the main pillars of the university system. But the university being a part of society, has a role to play in making it better, safer and happier through helping the cause of nation building. It is, therefore, imperative that extension activities should be encouraged as the third dimension of university education.

National Policy on Education 1986 recommended that at the first degree level, participation in sports and games, social service activities like NSS, adventure, scouting and guiding etc. can be made compulsory sooner than later since students. By utilizing all the different possible activities suited for this purpose. It might be possible to start integration and evaluation of performance immediately. However, this need to be looked into greater details by the UGC and realistic target set.

The NSS must target itself to become a co-curricular programme. At the second/ third year level, it should be a curricular courses in vocational training, social work, nursing, medical technical assistance etc. In this way even teachers will get credit. It is the right time that NSS should not be confined with adhocism, rather shift from a decorative to an educational programme through action.

### **Training in Youth Work**

As an essential support to effective implementation of youth programmes and activities, the countries in the region are concentrating lot of efforts for training of youth workers as well as of youth leaders. It is being recognised that trained youth work personnel, equipped with up-to-date knowledge and skills on youth work, can play a significant role in the promotion of youth activities in the countries. In Singapore, a National Youth Leadership Training Institute has been set up to look after all the training requirements of youth personnel. This Institute carries out number of in-service programmes for youth work functionaries as also for volunteers and youth leaders. In Malaysia, a number of training courses have been set up for providing leadership training in India, the existing training institutions in the field of community work are being used for training youth work personnel in the country. Many State Governments have set up their own training institutes for training of youth work staff as well as youth leaders. In many other countries training of staff and youth leaders is one of the priority programmes of youth agencies. In India, in national or regional level, National Youth Development Centre may be opened to cater the need for youth development programme and training. In many countries, these centres are being extensively used for imparting family life education of youth. This includes services like discussions, counselling and family services.

In India, TRYSEM (Training for Rural Youth in Self Employment) launched a few years back is designed to provide self-employment opportunities through training in traditional as well as non-traditional vocations. A number of schemes in the sphere of self-employment have been initiated by the state govt. as well as central government.

## Conclusion

After considering the above facts, we can say that the youth of the country has an important role to play in the task of national reconstruction. In view of this, at the time of preparation of the second five year plan, the Planning Commission wrote to the Vice-Chancellors of Indian Universities on the subject of associating teachers and students in the colleges with the process of thinking on the plan. Consequently, Planning forums an association of teachers and students were formed in the Universities and Colleges. The idea behind the Planning Forum is to associate very intimately and continuously, the teachers and students in the work of formulating and implementing the country's plans.

Now, time is ripe enough to realize the needs of the youth. Unless adequate attention is paid to their problems and sincere steps are taken to tackle them, the country is destined to suffer poverty. Unemployment, illiteracy and ignorance resulting in low income, low awareness, low skills, low investment, low production and thereby resulting in low standard of living. The vicious circle of poverty will continue leaving behind the socio-economic development at a stagnant stage. The success of rural employment generation programmes like, JRY, TRYSEM, IRDP are generally dependent upon the youth. If they are properly oriented and involved in the different socio-economic development projects then alone all those projects would obtain appreciable success.

Now our Union Government and State Governments have realized that youth can play a vital role in nation building activities. Youth should be given a place and pride by activating their energies to contribute to poverty alleviation.

It is therefore imperative that immediate and organized measures be taken to boost this vast potential of youth energy in a positive way. Now it has been found that young people need much more attention from the Government through the College units like National Service Scheme and the District Units like Nehru Yuva Kendras under the Ministry of Youth Affairs and Sports, Government of India.

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