

PRACTICAL MANUAL

NATIONAL SERVICE SCHEME (NSS)

Course Title: NSS-I

Course Code: NSO- 111

Credit Hours: 1(0+1)

(For Undergraduate Agriculture and Horticulture Students)



Prepared by:
Balaji Vikram
Satya Vart Dwivedi
Bijendra Kumar Singh
Anand Chaubey

2026

College of Horticulture

**Banda University of Agriculture and Technology,
Banda (U.P.)**

**Practical manual on
National Service Scheme (NSS)**

Year: 2026

**Copyright
Banda University of Agriculture and Technology**

Publication No.: BUAT/EM/16/2026

Prepared by:
Balaji Vikram
Satya Vart Dwivedi
Bijendra Kumar Singh
Anand Chaubey

Published by:
College of Horticulture
Banda University of Agriculture and Technology
Banda- 210001 (Uttar Pradesh)

Syllabus – NSO- 111
National Service Scheme (NSS)
Credit Hours: 1(0+1)

Practical

Evoking social consciousness among students through various activities viz., working together, constructive and creative social work, to be skillful in executing democratic leadership, developing skill in program, to be able to seek self-employment, reducing gap between educated and uneducated, increasing awareness and desire to help sections of society.

All the activities related to the National Service Scheme are distributed under four different courses viz., National Service Scheme I, National Service Scheme II, National Service Scheme III and National Service Scheme IV each having one credit load. The entire four courses should be offered continuously for two years.

A student enrolled in NSS course should put in at least 60 hours of social work in different activities in a semester other than five regular one-day camp in a year and one special camp for duration of 7 days at any semester break period in the two years. Different activities will include orientation lectures and practical works. Activities directed by the Central and State Government have to be performed by all the volunteers of NSS as per direction.

Introduction and Basic Components of NSS

- **Orientation:** history, objectives, principles, symbol, badge; regular programs under NSS
- Organizational structure of NSS, Code of conduct for NSS volunteers, points to be considered by NSS volunteers' awareness about health.
- NSS program activities. Concept of regular activities, special camping, day camps, basis of adoption of village/slums, conducting survey, analyzing guiding financial patterns of scheme.

List of contents

The National Service Scheme (NSS) is a flagship youth development programme aimed at developing social consciousness, democratic leadership and a spirit of service among students. The scheme seeks to integrate education with community service so that students become socially responsible citizens. Through structured activities, students are encouraged to work collectively, undertake constructive and creative social work and bridge the gap between educated and uneducated sections of society.

The NSS programme emphasizes personality development through community engagement, self employment orientation, awareness creation and direct participation in nation-building activities.

Sr. No.	Title	Page No.
1	Orientation, History, Objectives, Principles, Symbols, Badge	1-2
2	Regular Programmes under NSS	3-5
3	Organisational Structure of NSS	6-7
4	Code of Conduct of NSS Volunteer	8-9
5	Points to be considered about NSS Volunteers awareness about Health	10-11
6	NSS Programme Activities- Concept of Regular Activities	12-15
7	NSS Programme Activities- Special Campaign	16-19
8	NSS Programme Activities- Day Camps	20-21
9	NSS Programme Activities- Adoption of village, Conducting survey, Analysing Guiding financial patterns of scheme	22-24
10	Lakshya Geet	25

Preface and Acknowledgement

The National Service Scheme (NSS - I) course NSO - 111, 1(0+1) is a compulsory practical course for B.Sc. (Hons.) Horticulture students. The course aims to develop socially responsible, disciplined and service-oriented citizens by linking education with community engagement. It focuses on personality development through community service, leadership, teamwork and problem-solving skills. Students participate in regular and special NSS activities, awareness programmes and field-based work to gain practical experience and understand community issues. This E-Practical Manual provides structured guidelines, activity formats and reporting procedures to help students effectively implement NSS programmes. It promotes participatory learning, leadership development and civic responsibility while bridging the gap between academic knowledge and social realities. The manual is intended to support both students and programme officers in conducting NSS activities in an organized and meaningful manner.

The preparation of this E-Practical Manual for NSS Course NSO–111 has been possible due to the guidance, encouragement and support of several distinguished individuals and sources. The author gratefully acknowledges the valuable literature, reports, discussions and field experiences that have contributed significantly to the development of this manual.

The author expresses sincere gratitude to **Dr. (Prof.) S. V. S. Raju**, Hon'ble Vice Chancellor, Banda University of Agriculture & Technology, Banda, for his visionary leadership and encouragement. Heartfelt thanks are also extended to **Dr. Jagannath Pathak**, Director of Research; **Dr. A. K. Shrivastava**, Director PMEC; and **Dr. Satya Vart Dwivedi**, Dean, College of Horticulture, for their constant motivation and institutional support in bringing out this manual. Special appreciation is due to **Dr. Anand Kumar Chaubey**, Professor, Department of Soil Science and **Dr. Bijendra Kumar Singh**, Assistant Professor, department of fruit science, for his valuable suggestions and assistance in the preparation and refinement of the manuscript.

It is hoped that this manual will effectively meet the academic requirements of undergraduate students and contribute to strengthening the spirit of service and social responsibility among them.

Dated: July, 2026

Dr. Balaji Vikram
Assistant Professor
(Post Harvest Technology)

EXERCISE-1

Objective: Orientation, History, Objectives, Principles, Symbols, Badge.

National Service Scheme (NSS)

The National Service Scheme (NSS), under the Ministry of Youth Affairs and Sports, Government of India, was launched in 1969 during the Birth Centenary Year of Mahatma Gandhi. It began in 37 universities with the participation of 40,000 students, with the primary focus on developing students' personalities through community service. The scheme was started to establish a meaningful link between the campus and the community.

Mahatma Gandhi, the Father of the Nation, recognized that the country could not progress in the desired direction unless student youth were motivated to work for the upliftment of villages and communities. For Gandhi, villages, where the majority of the population lived, represented India as a whole. Therefore, for national reconstruction and resurgence, it was considered essential that students and teachers be properly sensitized and engaged in strengthening Indian society, with particular emphasis on rural communities. Accordingly, student youth, teachers and the community are regarded as the three basic components of the National Service Scheme.

The programme aims to inculcate a sense of social welfare in students and to encourage them to serve society without bias. NSS volunteers work to ensure that those in need receive help to improve their standard of living and lead a life of dignity. In the process, volunteers learn from people in villages how to lead meaningful lives despite limited resources. The scheme also provides assistance during natural and man-made disasters by distributing food, clothing and first aid to victims.

The cardinal principle of the programme is that it is organized by the students themselves. Through the combined participation of students and teachers in social service, they develop a sense of involvement in national development. In addition, students gain practical work experience, which may help them explore opportunities for self-employment or employment after completing their university education.

The National Service Scheme helps youth channel their energy and capabilities toward nation-building activities by organizing them into volunteer groups. It plays a vital role in the personality development of students, engages them in the upliftment of society and fosters a strong sense of participation in national reconstruction.

The Govt. Degree College Banjar got its first Unit of National Service Scheme (NSS) in the year 1999. As the strength of the College grew after every subsequent year, this time a need for another Unit of the NSS is realized. The activities of this NSS Unit practically prove the Significance of the motto of National Service Scheme: "NOT ME BUT YOU".

The main objectives of National Service Scheme (NSS):

- 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.
- iv. develop among themselves a sense of social and civic responsibility.
- v. utilize their knowledge in finding practical solutions to individual and community level.
- vi. develop competence required for group-living and sharing of responsibilities.
- vii. gain skills in mobilizing community participation.
- viii. acquire leadership qualities and democratic attitudes.
- ix. develop capacity to meet emergencies and natural disasters and practice.
- x. national integration and social harmony.

National Service Scheme (NSS) Symbol

The symbol of the National Service Scheme (NSS) is inspired by the famous Rath (Chariot) Wheel of the Konark Sun Temple in Odisha, one of India's finest examples of ancient architecture and engineering. The temple is dedicated to the Sun God and its magnificent stone wheels represent the continuous movement of time and the rhythm of life.

The NSS symbol is a simplified representation of this historic wheel. It reflects the universal principles of creation, preservation and transformation, which are essential for the growth and progress of individuals as well as society. These principles remind volunteers that positive change is a continuous process requiring dedication, discipline and collective effort.

The wheel in the NSS emblem symbolizes movement, progress and continuity. Just as a wheel keeps moving to reach its destination, NSS volunteers are encouraged to work consistently for the welfare of society. The circular shape also represents the cycle of life and the importance of adapting to changing social needs while preserving core human values such as compassion, cooperation and selfless service.

The NSS Badge: “Symbol of Serve the Nation”

- ✓ All the youth volunteers who opt to serve the nation through the NSS led community service wear the NSS badge with pride and a sense of responsibility towards helping needy.
- ✓ The Konark wheel in the NSS badge having 8 bars signifies the 24 hours of a day, reminding the wearer to be ready for the service of the nation round the clock i.e. for 24 hours.
- ✓ Red colour in the badge signifies energy and spirit displayed by the NSS volunteers.
- ✓ The Blue colour signifies the cosmos of which the NSS is a tiny part, ready to contribute its share for the welfare of the mankind.



EXERCISE-2

Objective: Regular Programmes under NSS

Regular Programmes under the National Service Scheme (NSS)

The Regular Programme is the core operational component of NSS and is implemented continuously throughout the academic year. It is designed to ensure sustained engagement of student volunteers with community development processes rather than short-term or event-based participation.

As per the operational guidelines of NSS, each enrolled volunteer is required to complete **120 hours of community service per academic year**. These hours are structured to integrate experiential learning with community-oriented interventions, promoting social responsibility, leadership, teamwork and civic awareness among students.

Regular activities are generally conducted within adopted villages, urban slums, or institutional campuses, depending on the demographic and ecological context of the institution.

A. Types of Regular Activities

1. Campus Cleaning and Sanitation Drives

Sanitation activities focus on improving environmental hygiene within the campus and nearby communities. These drives are aligned with public health principles that emphasize waste segregation, vector control and prevention of communicable diseases.

Scientific components include:

- Solid waste management through segregation into biodegradable and non-biodegradable fractions.
- Composting of organic waste to reduce landfill load.
- Awareness campaigns on sanitation-linked diseases such as diarrheal infections and vector-borne illnesses.
- Promotion of hygienic practices based on epidemiological evidence.

These activities enhance environmental aesthetics while contributing to disease prevention and improved public health outcomes.

2. Tree Plantation and Environmental Awareness

Tree plantation programmes are conducted to promote ecological balance, carbon sequestration, soil conservation and biodiversity enhancement.

Scientific aspects include:

- Selection of site-specific indigenous species based on agro-climatic suitability.
- Consideration of ecological parameters such as rainfall, soil type and water availability.
- Role of trees in carbon fixation through photosynthesis and mitigation of greenhouse gas emissions.
- Improvement of microclimate and reduction of soil erosion.

Environmental awareness campaigns educate communities about climate change, biodiversity conservation, sustainable resource use and ecosystem services.

3. Literacy Campaigns

Literacy programmes target functional literacy among disadvantaged populations. These initiatives are based on adult education principles and cognitive learning theories.

Key components include:

- Basic reading, writing and numeracy skills.
- Development of life skills and digital literacy.
- Promotion of educational inclusion and social empowerment.
- Reduction of socio-economic disparities through knowledge access.

Improved literacy levels correlate strongly with better health outcomes, higher employability and enhanced social participation.

4. Health and Nutrition Awareness

Health awareness programmes are grounded in preventive medicine and community health sciences.

Major focus areas:

- Balanced diet and nutritional requirements according to age and physiological status.
- Prevention of lifestyle diseases such as diabetes and hypertension.
- Maternal and child health awareness.
- Immunization awareness and hygiene practices.

Nutrition education may include demonstration of low-cost balanced diets, identification of micronutrient deficiencies and promotion of kitchen gardens for household nutrition security.

5. Blood Donation Camps

Blood donation camps are organized in collaboration with authorized blood banks and medical institutions.

Scientific relevance:

- Promotion of voluntary blood donation to ensure safe and adequate blood supply.
- Screening protocols for donor eligibility based on hemoglobin level, age and health status.
- Awareness regarding blood groups, transfusion safety and public health significance.
- Reduction of dependence on replacement donors.

Voluntary blood donation is a critical component of national health infrastructure.

6. Agricultural Extension Services (ICAR-Specific Context)

In agricultural universities and colleges, NSS volunteers often engage in extension activities aligned with the objectives of the Indian Council of Agricultural Research.

These activities may include:

- Demonstration of improved crop varieties and cultivation practices.
- Awareness on integrated pest management (IPM) and nutrient management.
- Soil health awareness and promotion of soil testing.
- Dissemination of climate-resilient agricultural technologies.
- Training on value addition and post-harvest management.

Such activities bridge the gap between research institutions and farming communities, strengthening the research–extension–farmer linkage system.

B. Documentation and Reporting

Systematic documentation ensures accountability, transparency and evaluation of programme outcomes. It also provides measurable indicators of student participation and community impact.

1. Maintenance of Attendance Register

- Accurate recording of volunteer participation hours.
- Verification of completion of mandatory 120 hours per year.
- Basis for certification and performance evaluation.
- Ensures authenticity and administrative compliance.

2. Activity Report Submission

Each activity is documented through:

- Objective and rationale.
- Date, location and number of beneficiaries.
- Methodology adopted.
- Outcomes and measurable impact.
- Challenges and recommendations.

Reports support monitoring and evaluation processes and help in improving future planning.

3. Photographic Documentation

Visual records serve as:

- Evidence of programme implementation.
- Support material for institutional audits.
- Tools for impact communication and awareness dissemination.
- Archival data for annual reviews.

Photographs should be properly captioned with date, location and activity details.

4. Annual Report Preparation

The annual report compiles:

- Total volunteer enrollment.
- Total hours completed.
- Summary of activities conducted.
- Quantitative and qualitative impact assessment.
- Financial utilization (if applicable).

This report reflects the overall performance of the NSS unit and contributes to institutional accreditation and evaluation processes.

EXERCISE-3

Objective: Organizational Structure of NSS.

The organizational framework of the National Service Scheme (NSS) is designed as a multi-tier administrative system to ensure uniform implementation, monitoring and evaluation of youth development and community service programmes across India. The structure operates at four principal levels: National, State, University and Unit level. This hierarchical arrangement ensures policy coherence, decentralised execution, accountability and effective coordination among stakeholders.

1. National Level

Ministry of Youth Affairs and Sports, Government of India

At the apex of the organizational structure is the Ministry of Youth Affairs and Sports (MYAS), Government of India. The Ministry functions as the central policymaking and funding authority for NSS. It performs the following core responsibilities:

- Formulation of national policies, guidelines and operational frameworks.
- Allocation of financial resources to States and Union Territories.
- Development of annual action plans aligned with national priorities such as health awareness, environmental conservation, disaster management and social inclusion.
- Monitoring and evaluation of programme performance at national scale.
- Integration of NSS with national missions such as Swachh Bharat, Digital India, Fit India and other flagship schemes.

NSS Directorate

The NSS Directorate functions under the Ministry as the executive and administrative arm at the national level. Its key roles include:

- Issuing operational guidelines and manuals.
- Coordinating with State NSS Cells.
- Maintaining national databases of volunteers and activities.
- Organising national-level programmes such as National Integration Camps, Republic Day Camps and National Youth Festivals.
- Conducting training and orientation programmes for State and University-level functionaries.

2. State Level

State NSS Cell

Each State Government establishes a State NSS Cell within the Department of Higher Education or Youth Affairs. The State NSS Cell acts as an intermediary administrative body between the National Directorate and Universities. Its scientific and administrative functions include:

- State-level planning and budgeting based on regional needs.
- Monitoring of university and college-level implementation.
- Consolidation of activity reports and submission to the national authority.
- Coordination of state-level camps and training workshops.
- Ensuring adherence to national guidelines while adapting programmes to local socio-economic contexts.

State NSS Officer

The State NSS Officer is the executive head of the State NSS Cell. The officer is responsible for:

- Supervising programme implementation across universities.
- Financial management and utilization certification.

- Capacity building of University Coordinators and Programme Officers.
- Ensuring compliance with reporting standards and audit requirements.
- Facilitating inter-departmental coordination within the state.

3. University Level

University NSS Coordinator

At the university level, the NSS structure is coordinated by a University NSS Coordinator appointed by the Vice-Chancellor. The Coordinator acts as the academic and administrative link between the State NSS Cell and affiliated colleges. Key responsibilities include:

- Allocation of NSS units to affiliated colleges.
- Supervision of Programme Officers.
- Consolidation of university-level action plans and reports.
- Organisation of university-level camps, workshops and training sessions.
- Monitoring volunteer enrollment, attendance and performance metrics.

Programme Officers (POs)

Programme Officers are faculty members appointed to lead individual NSS units in colleges. Their responsibilities are both pedagogical and administrative:

- Planning and executing regular and special camp activities.
- Guiding volunteers in community engagement projects.
- Maintaining records of volunteer participation and service hours.
- Ensuring safety, discipline and ethical conduct.
- Conducting orientation programmes on social issues, health, sanitation, environmental protection and rural development.

4. Unit Level

Structure of NSS Unit

The NSS Unit represents the operational base of the scheme. Each unit typically consists of 100 student volunteers enrolled for a two-year period. The unit structure is designed to ensure effective group management and participatory engagement.

Leadership and Functioning

Each unit is led by a Programme Officer, who is a faculty member of the host institution. The unit:

- Undertakes regular activities such as community surveys, awareness campaigns, tree plantation drives, blood donation camps and cleanliness programmes.
- Conducts a Special Camp, usually for 7 days, focusing on intensive community development in a selected village or urban slum.
- Maintains systematic documentation of activities and volunteer performance.
- Encourages democratic functioning, teamwork and peer leadership among volunteers.

The unit-level structure is designed to translate policy objectives into grassroots social action, thereby operationalising the core NSS motto: “Not Me But You.”

EXERCISE- 4

Objective: Code of Conduct of NSS Volunteer

The **Code of Conduct** of a volunteer under the National Service Scheme is designed to cultivate disciplined citizenship, ethical responsibility, social sensitivity and leadership qualities. These behavioral principles are not merely administrative guidelines; they are grounded in sociological, psychological and ethical frameworks that promote community-oriented development and national integration.

1. Maintain Discipline and Dignity at All Times

Discipline in the context of NSS refers to self-regulation, punctuality, adherence to rules and responsible conduct during all activities. From a behavioral science perspective, disciplined behavior enhances group coordination, operational efficiency and task completion in community-based programmes.

Dignity involves maintaining respectful communication, appropriate dress, ethical conduct and emotional control. Social psychology indicates that dignified behavior strengthens group cohesion and builds trust between volunteers and community members. In extension education and rural development settings, volunteer credibility significantly influences public participation and acceptance of developmental interventions.

2. Respect Community Customs and Traditions

India is culturally diverse and NSS activities are often conducted in rural and semi-urban communities with distinct socio-cultural identities. Respecting local customs aligns with principles of cultural anthropology and participatory rural development.

When volunteers acknowledge traditional practices, local beliefs and community norms, they reduce social resistance and enhance cooperation. Development studies show that culturally sensitive interventions have higher sustainability and acceptance rates. Respect for traditions also strengthens social capital and mutual trust between volunteers and beneficiaries.

3. Wear NSS Badge During Activities

The NSS badge serves as an official symbol of identity and responsibility. Symbolism in organizational psychology plays a significant role in strengthening institutional belongingness and accountability.

Wearing the badge during activities ensures:

- Clear identification of volunteers in public settings
- Institutional representation and transparency
- Promotion of the NSS motto “Not Me, But You”

It enhances visibility of the programme, builds public confidence and fosters a sense of pride and commitment among volunteers.

4. Follow Instructions of the Programme Officer

The Programme Officer functions as the academic and administrative coordinator of NSS units. Following instructions ensures systematic planning, safety compliance and achievement of programme objectives.

From an organizational management perspective, adherence to leadership guidance ensures:

- Proper resource utilization

- Risk management during camps and field activities
- Alignment with national and institutional goals

Structured supervision enhances learning outcomes and prevents operational conflicts. It also supports experiential learning, which is central to NSS activities.

5. Promote Harmony, Unity and Mutual Respect

One of the primary objectives of NSS is national integration. Promotion of harmony is rooted in social integration theory, which emphasizes cooperation across caste, religion, gender and regional differences.

Volunteers act as agents of social cohesion by:

- Encouraging inclusive participation
- Preventing discrimination
- Supporting gender equality and social justice

Such practices contribute to the development of democratic values and strengthen collective responsibility in society.

6. Avoid Political, Religious and Sectarian Activities

NSS is a non-political and secular youth development programme. Participation in political or sectarian activities during NSS engagements may compromise neutrality and create social divisions.

From a governance and public policy standpoint, neutrality ensures:

- Equal service delivery to all community members
- Prevention of conflict or bias
- Maintenance of institutional credibility

This principle safeguards the inclusive and developmental character of NSS activities and ensures that volunteers focus exclusively on community welfare and nation-building objectives.

EXERCISE - 5

Objective: Points to be considered about NSS Volunteers awareness about Health

Health awareness among National Service Scheme (NSS) volunteers is essential because they actively engage in community-based activities, rural outreach programmes, disaster response and public health campaigns. Their understanding of personal, community and preventive health measures directly influences both their well-being and the health outcomes of the populations they serve.

1. Personal Health

Balanced Diet and Hygiene

A balanced diet is fundamental for maintaining physiological functions, immune competence and cognitive performance. It should include adequate proportions of macronutrients such as carbohydrates (45–65%), proteins (10–15%) and fats (20–35%), along with essential micronutrients including vitamins (A, B-complex, C, D, E, K) and minerals (iron, calcium, zinc, iodine).

Deficiencies in nutrients like iron and vitamin A can impair immunity and productivity, while excess intake of saturated fats and sugars increases the risk of obesity and metabolic disorders. NSS volunteers, often involved in physically demanding field activities, require sufficient caloric intake tailored to their energy expenditure.

Personal hygiene practices such as regular handwashing with soap, oral hygiene, bathing, nail trimming and safe food handling significantly reduce the transmission of infectious agents. According to public health research, proper hand hygiene alone can reduce diarrhoeal diseases by up to 30–40 percent and respiratory infections by around 20 percent.

Regular Physical Exercise

Regular physical activity improves cardiovascular efficiency, muscular strength, respiratory capacity and metabolic regulation. Moderate-intensity aerobic exercise for at least 150 minutes per week, combined with muscle-strengthening activities twice weekly, is recommended for adults.

Exercise enhances insulin sensitivity, regulates blood pressure, reduces stress hormones like cortisol and improves mental health by stimulating endorphin release. For NSS volunteers, maintaining physical fitness ensures better endurance during camps, rallies and emergency services.

Stress Management

Stress is a physiological and psychological response to demanding situations. Chronic stress activates the hypothalamic-pituitary-adrenal axis, increasing cortisol levels, which may suppress immunity, disturb sleep and increase the risk of anxiety and depression.

Volunteers should be trained in stress management strategies such as time management, deep breathing exercises, mindfulness, yoga and adequate sleep hygiene. Peer support systems within NSS units can also reduce burnout and improve resilience.

2. Community Health Awareness

Immunization Programmes

Immunization is one of the most effective public health interventions. Vaccines stimulate adaptive immunity by exposing the body to antigens, leading to the production of specific antibodies and memory cells.

NSS volunteers should understand national immunization schedules and assist in mobilizing communities for vaccination drives against diseases such as polio, measles, hepatitis B and tetanus. High immunization coverage contributes to herd immunity, reducing disease transmission within populations.

Awareness about Communicable and Non-Communicable Diseases

Communicable diseases are caused by infectious agents such as bacteria, viruses, parasites, or fungi. These include tuberculosis, malaria, dengue, influenza and diarrhoeal diseases. Transmission may occur via air, water, vectors, or direct contact.

Non-communicable diseases (NCDs) such as diabetes, hypertension, cardiovascular diseases and cancers are linked to lifestyle factors including poor diet, tobacco use, alcohol consumption and physical inactivity. NSS volunteers should promote screening, early detection and lifestyle modifications to reduce disease burden.

Clean Drinking Water and Sanitation

Access to safe drinking water prevents water-borne diseases such as cholera, typhoid and hepatitis A. Water safety measures include boiling, chlorination, filtration and proper storage.

Sanitation practices such as safe disposal of human waste, use of toilets and waste segregation reduce environmental contamination and interrupt the fecal-oral transmission cycle. Volunteers should promote household and community-level sanitation awareness.

First Aid and Emergency Response

Basic first aid knowledge enables volunteers to manage injuries, bleeding, burns, fractures, heatstroke and fainting until professional medical assistance is available.

Training in cardiopulmonary resuscitation (CPR), wound care and disaster response enhances community preparedness during accidents, floods, earthquakes and other emergencies. Immediate and appropriate first response significantly reduces morbidity and mortality.

3. Preventive Measures

Use of Protective Equipment during Fieldwork

NSS volunteers frequently engage in sanitation drives, plantation programmes and health camps. The use of personal protective equipment (PPE) such as gloves, masks, boots and protective clothing minimizes exposure to pathogens, chemicals and physical hazards.

Proper PPE reduces the risk of skin infections, respiratory diseases and injuries during field activities.

Safe Drinking Water Practices

Volunteers should ensure safe water consumption during camps by using treated water, covered containers and personal water bottles. Regular cleaning of storage tanks and awareness of contamination sources are essential.

Monitoring signs of dehydration and heat stress during outdoor activities is equally important, especially in hot climatic conditions.

Awareness about Vector-Borne Diseases

Vector-borne diseases are transmitted by organisms such as mosquitoes, ticks and flies. Examples include malaria, dengue, chikungunya and Japanese encephalitis.

Preventive strategies include eliminating stagnant water, using mosquito nets and repellents, wearing full-sleeved clothing and participating in community vector control campaigns. Understanding seasonal patterns and environmental risk factors enhances effective prevention.

EXERCISE - 6

Objective: NSS Programme Activities- Concept of Regular Activities

National Service Scheme Activities:

The **National Service Scheme (NSS)** is a community-based youth development initiative launched by the Ministry of Youth Affairs and Sports under the India. It is designed to integrate academic learning with community engagement through structured service activities. The core philosophy of NSS is experiential learning, where students develop social responsibility, leadership skills and practical problem-solving abilities by working directly with communities.

Types of NSS Activities

NSS activities are broadly divided into two structured components:

1. **Regular Activities (120 hours per year)**
2. **Annual Special Camp (120 hours)**

An NSS volunteer is required to complete at least **240 hours of service over a minimum of two academic years** to qualify for certification. Upon successful completion, the volunteer receives an official certificate issued by the university, duly signed by the Vice-Chancellor and the Programme Coordinator. This certification reflects sustained engagement, social commitment and practical field exposure.

Concept of Regular Activities (120 Hours)

Regular activities are continuous, need-based and community-oriented programmes carried out throughout the academic year. These activities are typically conducted during weekends, after class hours, or on designated service days.

From a scientific and developmental perspective, regular NSS activities are based on the following principles:

➤ **Community Diagnosis and Need Assessment**

Community diagnosis is a scientific process used to identify the socio-economic, health, environmental and educational conditions of a target population. It involves systematic data collection through:

- Household surveys
- Focus group discussions
- Social mapping
- Baseline data analysis
- Stakeholder consultations

From a developmental standpoint, this approach ensures that interventions are evidence-based rather than assumption-driven. Quantitative indicators such as literacy rate, nutritional status, sanitation coverage, disease prevalence, water quality parameters and livelihood patterns are analyzed to determine priority areas.

Need assessment minimizes resource wastage and enhances program efficiency by aligning student efforts with actual community requirements. It also promotes data literacy and analytical skills among volunteers.

➤ **Participatory Rural Appraisal (PRA) Techniques**

Participatory Rural Appraisal (PRA) is a community-centered methodology widely used in rural development planning. It emphasizes local knowledge systems and community participation in problem identification and solution design.

Common PRA tools include:

- Transect walks
- Resource mapping
- Seasonal calendars
- Venn diagrams
- Livelihood analysis

Scientifically, PRA strengthens local ownership and enhances intervention sustainability. Instead of imposing external solutions, volunteers act as facilitators who enable communities to articulate their own needs and priorities.

This participatory model improves transparency, accountability and social inclusion, especially for marginalized groups such as women, elderly persons and economically weaker households.

➤ **Behavioral Change Communication (BCC)**

Behavioral Change Communication is rooted in social psychology and public health sciences. It focuses on influencing individual and collective behaviors through structured communication strategies.

In the context of NSS regular activities, BCC is applied in areas such as:

- Sanitation and hygiene promotion
- Nutrition awareness
- Anti-tobacco and anti-drug campaigns
- Environmental conservation
- Road safety awareness

BCC strategies involve:

- Interpersonal communication
- Demonstrations and role plays
- Community meetings
- IEC (Information, Education, Communication) materials
- Peer education models

The scientific basis of BCC lies in behavior modification theories such as the Health Belief Model, Social Cognitive Theory and Diffusion of Innovations. Sustainable change is achieved not merely through information dissemination but through repeated reinforcement, social modeling and community support mechanisms.

➤ **Sustainable Development Frameworks**

Regular NSS activities align with sustainable development principles that balance environmental protection, social equity and economic viability.

Key domains include:

- Solid and liquid waste management
- Tree plantation and biodiversity conservation
- Water resource management
- Renewable energy awareness
- Climate change adaptation strategies

From an ecological science perspective, these interventions contribute to ecosystem services such as carbon sequestration, soil conservation, groundwater recharge and biodiversity preservation.

Sustainability frameworks ensure that activities generate long-term benefits rather than short-term outcomes. Monitoring indicators such as survival percentage of planted trees, reduction in waste generation, or improvement in sanitation coverage allows measurable evaluation of impact.

➤ . **Youth Leadership and Civic Engagement Models**

Regular NSS activities function as experiential learning platforms. Based on leadership development theories and civic engagement models, students develop:

- Decision-making skills
- Problem-solving abilities
- Ethical responsibility
- Team coordination
- Community networking skills

Through structured service learning, volunteers integrate academic knowledge with real-world application. This experiential model enhances cognitive development, emotional intelligence and social responsibility.

Youth civic engagement also strengthens democratic values, participatory governance and social accountability. Volunteers become catalysts for grassroots transformation while simultaneously developing employability skills and leadership competencies.

The primary objective is to ensure long-term social impact rather than short-term event-based participation.

Key Areas of Regular Activities

1. Cleaning and Sanitation Drives

These activities promote environmental hygiene and public health. Scientific evidence shows that improved sanitation reduces the incidence of communicable diseases such as diarrheal infections and vector-borne illnesses. Volunteers participate in waste segregation, composting awareness and public cleanliness campaigns, contributing to preventive healthcare models.

2. Environmental Conservation

Activities include tree plantation, water conservation awareness, biodiversity protection and plastic-free campaigns. Ecologically, such efforts enhance carbon sequestration, improve soil structure and promote sustainable ecosystem services. Students learn principles of climate resilience and resource management.

3. Awareness Campaigns and Stage Shows

Street plays, rallies and public processions are tools of social communication. These are grounded in extension education and mass communication theory, aiming to influence attitudes and behaviors regarding social issues such as substance abuse, gender discrimination and public health.

4. Awareness Rallies

Rallies function as community mobilization strategies. They enhance collective participation and disseminate information related to health, literacy, sanitation and environmental protection.

5. Women Empowerment Initiatives

These programmes focus on gender equality, financial literacy, health awareness and skill development. From a socio-economic standpoint, women's empowerment contributes to improved household nutrition, education levels and community well-being.

6. Community Survey

Volunteers conduct structured surveys to collect baseline socio-economic and health data. Survey methodology includes questionnaire design, sampling techniques and data interpretation. This data helps in planning evidence-based interventions.

7. Rural Development Activities

Activities may include infrastructure support, awareness on government schemes, literacy drives and livelihood enhancement. These align with sustainable rural development models emphasizing inclusive growth.

8. Agricultural Technology Dissemination

Students help in transferring scientific agricultural practices to farmers. This may include awareness on improved varieties, soil testing, integrated nutrient management and pest control. Such activities support extension education and reduce the gap between research institutions and farming communities.

9. Youth Leadership Development

Leadership training involves communication skills, teamwork, crisis management and ethical responsibility. Psychological studies show that community service enhances self-efficacy, empathy and civic consciousness among youth.

10. Health Camps

Volunteers coordinate with medical professionals to organize health camps. These camps focus on preventive healthcare, vaccination awareness, anemia screening and general health check-ups. This contributes to early disease detection and health literacy.

Annual Special Camp (120 Hours)

The Annual Special Camp, commonly referred to as the Special Camp, is an intensive residential programme conducted once a year, usually for 7 to 10 days. These camps are generally organized in rural villages or urban slum areas and are funded by the Government of India.

The camp model follows a participatory development approach:

- Identification of a community problem
- Planning of intervention strategies
- Execution through teamwork
- Evaluation of impact

Unlike regular activities, Special Camps allow immersive exposure. Volunteers live within the community, understand local socio-economic conditions and implement structured service projects.

There are no rigidly predefined tasks; activities are designed based on local needs assessment. This flexibility ensures contextual relevance and encourages innovation among volunteers.

Educational and Social Significance

Scientifically, NSS regular activities operate at the intersection of:

- **Service learning pedagogy**
- **Community-based participatory research**
- **Public health intervention models**
- **Environmental sustainability frameworks**
- **Youth civic development theory**

Through consistent engagement, volunteers develop critical thinking, empathy, leadership and social accountability. At the community level, NSS contributes to improved sanitation, awareness generation, agricultural productivity and health outcomes.

EXERCISE - 7

Objective: NSS Programme Activities- Special Campaign

National Service Scheme Special Camping Activities:

Special Camping forms an integral part of National Service Scheme. It has special appeal to the youth as it provides unique opportunities to the students for group living, collective experience sharing and constant interaction with community.

(1.) Special campings are organised generally on various developmental issues of national importance. In the past the themes of the Special Camping Programmes have been 'Youth Against Famine', 'Youth Against Dirt and Disease', 'Youth for Rural Reconstruction', 'Youth for Eco-Development' and 'Youth for Mass Literacy', 'Youth for National Integration & Social Harmony'. 'Youth for Sustainable Development with special focus on Watershed Management and Wasteland Development. Every year 50 percent of the volunteers of each NSS unit are expected to participate in special camps which is of seven days duration.

A. Contributions of Special Camping Programme:

Concerted efforts have to be made for a number of years for reconstruction activities in rural areas and urban slums for improving the living conditions of economically and socially weaker sections of the community. For this, the universities colleges and +2 institutions having NSS have a special role to play in collaboration with other Departments and local authorities engaged in Development work. They adopt a village or group of villages/urban slums for intensive social development, where special camps are to be organised by them year after year to create tangible and durable community assets.

B. Objectives of the Special Camping programme:

The primary objectives of the special camping programmes are:-

- (i) Making education more relevant to the present situation to meet the felt needs of the communities and supplement the education of university/college/school students by bringing them face to face with the community situation.
- (ii) To provide opportunities to NSS Volunteers to play their due roles in the implementation of various development "programmes by planning and executing development projects, which not only help in creating durable community assets in rural areas and slums but also result in improvement of the condition of weaker sections of the communities.
- (iii) Encouraging the students and non-students youth to work along with the adults in rural areas, thereby developing their character, social consciousness and commitment, discipline and healthy and helpful attitudes towards the community:
- (iv) Building up potential youth leaders by exploring 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 development projects for longer periods. The local leadership generated during the camps would also be useful in ensuring proper maintenance of the assets created as a result of the camps.
- (v) Emphasizing the dignity of labour and self-help and the need for combining physical work with intellectual pursuits and
- (vi) Encouraging youth to participate enthusiastically in the process of national development and promote national integration through democratic living and cooperative action.

C. Suggestive list of activities during 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 to devote about 80 hours in Regular Activities for the development of the adopted village. Special Camping has been conceived as an opportunity to live with that community for 7 days and experience the conditions and problems of the people. The NSS volunteers need to be inspired to take initiatives for the improvement of their condition. Although the focus of the Special Camps change periodically and regular programmes are organized in response to the community needs at the micro-level, some broad areas of activities are enumerated below:-

(a) Environment Enrichment and Conservation:

Whereas there would be a main theme for the special camping Programme, activities aimed at environment - enrichment would be organized under the sub-theme of "Youth for Better Environment". The activities under this sub-theme would inter-alia, include:

- (i) Plantation of trees, their preservation and upkeep (each NSS unit should plant and protect at least 1000 saplings);
- (ii) Creation of NSS parks/gardens.
- (iii) Construction & maintenance of village streets, drains, etc. so as to keep the environment clean;
- (iv) Construction of sanitary latrines etc.
- (v) Cleaning of village ponds and wells;
- (vi) Popularization and construction of Gobar Gas Plants, use of non-conventional energy;
- (vii) Environmental sanitation and disposal of garbage & composting;
- (viii) Prevention of soil erosion and work for soil conservation,
- (ix) Watershed management and wasteland development
- (x) Preservation and upkeep of monuments and creation of consciousness about the preservation of cultural heritage among the community.

(b) Health, Family Welfare and Nutrition Programme:

- (i) Programme of mass immunization;
- (ii) Working with people in nutrition programmes with the help of Home Science and medical college students;
- (iii) Provision of safe and clean drinking water;
- (iv) Integrated child development programmes;
- (v) Health education, AIDS Awareness and preliminary health care.
- (vi) Population education and family welfare programme;
- (vii) Life style education centres and counseling centres.

(c) Programmes aimed at creating an awareness for improvement of the status of women:

They may, inter-alia, include:

- (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 wellbeing 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; and

(iv) Imparting training to women in sewing, embroidery, knitting and other skills wherever possible.

(v) Beti Bachao Beti Padhao.

(d) Social Service Programmes:

Depending on the local needs and priorities, the following activities/programmes may be undertaken:-

(i) Work in hospitals, for example, serving as ward visitors to cheer the patients, help the patients, arranging occupational or hobby activities for long term patients, guidance service for out-door-patients including guiding visitors about hospital's procedures, letter writing and reading for the patients admitted in the hospital; follow up of patients discharged from the hospital by making home visits and places of work, assistance in running dispensaries etc.

(ii) Work with the organisations of child welfare;

(iii) Work in institutions meant for physically and mentally handicapped;

(iv) Organising blood donation, eye pledge programmes;

(v) Work in Cheshire homes, orphanages, homes for the aged etc.;

(vi) Work in welfare organisations of women;

(vii) Prevention of slums through social education and community action;

(e) Production Oriented Programmes:

(i) Working with people and explaining and teaching improved agricultural practices;

(ii) Rodent control and pest control practices;

(iii) Weed control;

(iv) Soil-testing, soil health care and soil conservation;

(v) Assistance in repair of agriculture machinery;

(vi) Work for the promotion and strengthening of cooperative societies in villages;

(vii) Assistance and guidance in poultry farming, animal husbandry, care of animal health etc.;

(viii) Popularization of small savings and

(ix) Assistance in procuring bank loans

(f) Relief & Rehabilitation work during Natural Calamities:

These programmes would enable 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 should be 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 can be 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;

(g) Education and Recreations:

Activities in this field could include:

(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 creches ;
- (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.;
- (vi) organisation of youth clubs, rural land indigenous sports in collaboration with Nehru Yuva Kendras;
- (vii) programmes including discussions on eradications of social evils like communalism, castism, regionalism, untouchability, drug abuse etc.;
- (viii) non-formal education for rural youth and
- (ix) legal literacy, consumer awareness.
- (X) Swacch Bharat Mission
- (XI) Digital awareness,
- (XII) Voter awareness.

D. The above is only an illustrative list of the type of activities that can be undertaken, Under the programme it would be open to each NSS Unit to undertake one of these programmes or any other activity which may seem desirable to them according to local needs, The NSS Unit should aim at the integrated development of the area selected for its operation which could be a village or a slum. It has also to be ensured that at least a part of the programme does involve manual work.

EXERCISE – 8

Objective: NSS Programme Activities- Day Camps

Day camps under the National Service Scheme (NSS) are short-duration, non-residential extension activities designed to create immediate community impact through structured, goal-oriented interventions. Unlike special residential camps, day camps are conducted within a limited time frame, usually spanning a few hours to a full day and focus on specific thematic objectives aligned with community development and youth engagement. These camps emphasize participatory learning, field-based exposure and measurable outcomes.

1. One-Day Focused Intervention

A one-day focused intervention is a structured outreach activity targeting a specific local issue such as health awareness, environmental conservation, sanitation, or social inclusion. Scientifically, such interventions are based on rapid need assessment and community diagnosis. Volunteers collect preliminary data, identify priority concerns and design action-oriented programmes. These interventions aim to achieve short-term behavioral change and immediate problem mitigation. For example, a health awareness intervention may include demonstrations on hand hygiene, nutrition education, or vector-borne disease prevention. The approach integrates principles of extension education, social mobilization and community participation to ensure relevance and effectiveness.

2. Mass Awareness Campaigns

Mass awareness campaigns are an important part of day camp activities. Their primary purpose is to communicate useful scientific, social, environmental and health-related information to a large number of people in a simple and understandable manner within a limited period. These campaigns help educate communities, encourage informed decision-making and promote positive behavioral change. A successful awareness campaign uses different communication methods to reach people effectively. Common approaches include rallies, street plays, poster exhibitions, leaflet distribution, group discussions, demonstrations and interactive sessions. These activities are designed to attract public attention, simplify complex information and encourage active participation from community members. From a scientific perspective, mass awareness campaigns are based on principles of communication science and behavioral change. They draw upon communication theories and social learning concepts, which suggest that people are more likely to adopt healthy and responsible practices when they receive accurate information, observe positive role models and participate in community activities. As a result, these campaigns not only increase public knowledge but also help improve attitudes and motivate individuals to adopt desirable behaviors.

3. Tree Plantation

Tree plantation is one of the most effective environmental conservation activities carried out during day camps. It plays a vital role in restoring ecological balance and improving the quality of the environment. Planting trees helps absorb atmospheric carbon dioxide through the process of carbon sequestration, thereby reducing the impact of climate change. Trees also improve soil structure by increasing organic matter, reducing soil erosion, conserving moisture and enhancing soil fertility. In addition, they regulate the local microclimate by lowering surface temperatures, improving air quality and providing habitats for birds, insects and other wildlife, which ultimately supports biodiversity. Successful tree plantation requires careful planning before the activity begins. The selection of a suitable planting site depends on factors such as soil type, drainage, sunlight availability, rainfall pattern and local climatic conditions. Choosing the right tree species is equally important. Native and climate-resilient species are generally preferred.

because they are well adapted to local environmental conditions, require less maintenance and contribute to maintaining ecological stability. The responsibility of volunteers extends beyond planting saplings. They also create awareness among community members about the importance of regular watering, mulching, weed control, protection from grazing animals and timely monitoring to improve the survival and healthy growth of young plants. Community participation is essential for ensuring the long-term success of plantation programmes.

4. Cleanliness Drives

Cleanliness Drives are organized community activities that promote sanitation, proper waste management and environmental hygiene. These initiatives play an important role in protecting public health because poor sanitation and improper disposal of waste increase the risk of communicable diseases such as diarrhoea, cholera, typhoid, dengue and malaria. During a cleanliness drive, volunteers collect litter from public places, streets, parks, educational institutions and other community areas. The collected waste is separated into biodegradable and non-biodegradable categories to encourage scientific waste management. Biodegradable waste, such as food scraps and plant residues, can be converted into compost through natural decomposition. In contrast, non-biodegradable materials, including plastics, glass and metals, should be recycled or disposed of using approved waste management practices to minimize environmental pollution. Volunteers also create awareness about the importance of maintaining clean surroundings, using sanitation facilities and following hygienic practices in daily life. Demonstrations on compost preparation, waste segregation and responsible disposal methods help community members understand sustainable waste management techniques. These activities encourage individuals to adopt environmentally responsible habits and participate actively in maintaining a clean and healthy environment.

5. Rural Surveys

Rural surveys conducted during day camps are an important scientific method for understanding the social, economic and environmental conditions of a village. These surveys help students collect first-hand information directly from local communities through structured questionnaires, personal interviews, group discussions and field observations. The information gathered provides a reliable picture of the village and supports evidence-based planning. A well-designed rural survey focuses on key aspects such as population characteristics, education, occupation, income sources, agriculture, natural resources, health and sanitation, drinking water, housing, transportation and other basic infrastructure. The collected data help identify community needs, available resources, existing challenges and opportunities for sustainable rural development. From an academic perspective, rural surveys strengthen students' practical research skills. They learn how to prepare survey schedules, communicate respectfully with respondents, record observations accurately, organize field data and maintain proper documentation. After data collection, the information can be classified, tabulated and analyzed using simple statistical methods to identify trends and development indicators. The findings are then presented in the form of reports, charts and recommendations.

EXERCISE-9

Objective: NSS Programme Activities- Adoption of village, Conducting survey, Analysing Guiding financial patterns of scheme

1. Village Adoption under NSS

Village adoption is a structured, participatory rural development approach in which an NSS unit selects a nearby village as a long-term field laboratory for community engagement, extension education and social transformation.

• Identification of Nearby Village

The selection of a village is based on defined criteria such as proximity to the institution, population size, accessibility, socio-economic vulnerability and absence of overlapping development interventions. Geographic feasibility ensures regular student participation and continuity of activities. Preference is often given to villages exhibiting developmental gaps in health, sanitation, education, agriculture, or livelihood security.

• Baseline Survey

A baseline survey is conducted using scientific survey tools to generate benchmark data before initiating interventions. Data collection methods may include structured questionnaires, household interviews, focus group discussions, participatory rural appraisal (PRA) and transect walks.

The purpose of the baseline survey is to:

- Establish demographic and socio-economic status
- Assess resource availability and infrastructure
- Document existing government scheme penetration
- Identify community needs and perceptions

This baseline serves as a reference point for impact evaluation and outcome measurement.

• Preparation of Action Plan

Based on survey findings, a need-based and evidence-driven action plan is prepared. The plan includes:

- Clearly defined objectives
- Target groups
- Timeline of activities
- Resource allocation
- Monitoring indicators

The action plan aligns with national priorities such as Swachh Bharat, digital literacy, environmental sustainability and rural livelihood enhancement. It follows principles of participatory development to ensure community ownership.

2. Conducting Survey

Survey activities under NSS are systematic data collection exercises designed to understand the multi-dimensional profile of the adopted village.

• Socio-Economic Profiling

This includes documentation of:

- Household income levels
- Occupation patterns
- Landholding structure
- Caste and social stratification

- Access to government welfare schemes

Quantitative and qualitative methods are used to identify poverty indices, dependency ratios and employment patterns. Socio-economic profiling helps in targeting vulnerable groups such as women, elderly and marginal farmers.

• **Agricultural Practices Assessment**

This component evaluates:

- Cropping patterns
- Irrigation sources
- Soil management practices
- Input usage (fertilizers, pesticides)
- Post-harvest handling and marketing

Scientific assessment may include interaction with farmers regarding adoption of improved varieties, integrated pest management and climate-resilient practices. This helps in designing extension-based interventions.

• **Health and Sanitation Status**

Assessment includes:

- Availability of drinking water
- Sanitation facilities
- Waste disposal practices
- Incidence of common diseases
- Immunization coverage

Indicators such as open defecation prevalence, nutrition status and maternal health services are evaluated to plan awareness campaigns and health camps.

• **Education and Literacy Rate**

Educational profiling involves:

- Gross enrolment ratio
- Dropout rate
- Gender disparity in education
- Availability of school infrastructure

Special attention is given to adult literacy and digital literacy levels. NSS volunteers may design remedial classes or awareness drives accordingly.

3. Data Analysis

Data collected from surveys are subjected to systematic analysis for informed decision-making.

• **Identification of Priority Areas**

Using statistical tools and comparative analysis, critical developmental gaps are identified. Priority ranking may be done based on severity, urgency and resource feasibility. For example, high disease incidence may prioritize sanitation intervention.

• **SWOT Analysis**

SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis is applied at the village level:

- **Strengths:** Natural resources, skilled manpower, active self-help groups
- **Weaknesses:** Low literacy, poor infrastructure
- **Opportunities:** Government schemes, market access
- **Threats:** Climate variability, migration, resource degradation

SWOT analysis ensures strategic planning rather than isolated activities.

• **Preparation of Intervention Strategy**

Based on analysis, an intervention strategy is formulated incorporating:

- Awareness programmes
- Skill development workshops
- Health and sanitation campaigns
- Environmental conservation drives

The strategy integrates behavioral change communication and participatory extension methods to ensure sustainability.

4. Financial Pattern of NSS Scheme

The financial structure of NSS ensures accountability and shared responsibility between different levels of governance.

• Funded by the Ministry of Youth Affairs and Sports

The NSS programme is centrally sponsored and administratively governed by the Ministry of Youth Affairs and Sports, Government of India. Financial assistance is provided for regular activities and special camps.

• Shared Expenditure between Central and State Governments

The cost-sharing pattern generally follows a predefined ratio between Central and State Governments. This ensures decentralized implementation while maintaining national uniformity.

• Funds Allocated per Volunteer per Year

Financial assistance is provided on a per-volunteer basis annually to conduct regular activities such as awareness programmes, campus work and village outreach. The allocation covers materials, transportation and contingency expenses.

• Special Camp Grants Provided Separately

Special camps, usually conducted for seven days in adopted villages, receive separate grants. These funds support intensive community work such as sanitation drives, rural infrastructure repair, health camps and awareness campaigns.

5. Record Keeping and Financial Accountability

Effective documentation is essential for transparency, monitoring and audit compliance.

• Cash Book Maintenance

All financial transactions are recorded chronologically in a cash book. Entries include receipts, expenditures and balance. Proper documentation ensures financial discipline and traceability.

• Utilization Certificate Submission

After expenditure of funds, a utilization certificate is prepared and submitted to the competent authority. It certifies that funds were used for approved NSS activities and as per financial norms.

• Audit Compliance

Accounts are subject to internal and external audits. Audit ensures:

- Proper use of funds
- Compliance with financial guidelines
- Prevention of misappropriation

Audit findings contribute to improved financial governance and credibility of the NSS unit.

EXERCISE-10

Objective: Lakshya Geet

LAKSHYA GEET

**Uthen Samaj Ke Liye Uthen - Uthen,
Jagen Swarashtra Ke Liye Jagen - Jagen
Swayam Saje Vasundhara Sanwar Den-2**

**Hum Uthen - Uthega jag Hamare Sang Sathiy
Hum Badhen To Sab; Badhenge Apne Aap Sathiy
Jamin Pe Aasmann Ko Utar Den - 2
Swayam Saje Vasundhara Sanwar Den – 2**

**Udasiyon Ko Door Kar Khushi Ko Bantte Chalen
Gao Aur Shahar Ki Duriyo Ko Patte Chalen
Gyan Ko Prachar De Prasar De
Vigyan Ko Prachar De Prasar Den
Swayam Saje Vasundhara Sanwar Den – 2**

**Samarth Bal Varidh Aur Nariyan Rahen Sada
Hare Bhare Vano Ki Oudhati Rahe Dhara
Tarakkiyon Ki Ek Nayi Katar Den - 2
Swayam Saje Vasundhara Sanwar Den – 2**

**Ye Jati Dharam Boliyon Bane No Shool Raah Ki
Vdhayen Bel Prem Ki Akhandata Ki Chaah Ki
Bhavana Se ye Chaman Nikhar Den
Swayam Saje Vasundhara Sanwar Den – 2**

**Uthen Samaj Ke Liye uthen - Uthen
Jagen Swarashtra ke Liye Jagen - Jagen
Swyam Saje Vasundhara Sanwar Den – 2**

राष्ट्रीय सेवा योजना लक्ष्य गीत

उठें समाज के लिए उठें उठें
जगें स्वराष्ट्र के लिए जगें-जगें
स्वयं सजे वसुन्धरा संवार दें 2
हम उठें उठेगा जग हमारे संग साथियों
हम बढ़े तो सब बढ़ेंगे अपने आप साथियों
जमीं पे आसमान को उतार दें-2
स्वयं सजें वसुन्धरा संवार दें-2
उदासियों को दूर कर खुशी को बांटते चलें
गांव और शहर की दूरियों को पाटते चलें
ज्ञान को प्रचार दें प्रसार दें
विज्ञान को प्रचार दें प्रसार दें
स्वयं सजें वसुन्धरा संवार दें-2
समर्थ बाल वृद्ध और नारियां रहें सदा
हरे भरे वनों की शाल ओढ़ती रहे धरा
तरकियों की एक नई कतार दें-2
स्वयं सजें वसुन्धरा संवार दें-2
ये जाति धर्म बोलियाँ बनें न शूल राह की
बढ़ायेँ बेल प्रेम की अखंडता की चाह की
भावना से ये चमन निखार दें
सद्भावना से ये चमन निखार दें
स्वयं सजें वसुन्धरा संवाद दें-2
उठें समाज के लिए उठें-उठें
जगें स्वराष्ट्र के लिए जगें जगें
स्वयं सजे वसुन्धरा संवार दें -2