

Induction Training Module for National Service Scheme (NSS) Program Officers



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Preface

The National Service Scheme (NSS), a Central Sector Scheme of Government of India, Ministry of Youth Affairs & Sport provides opportunity to the student youth of 11th & 12th Class of schools at +2 Board level and student youth of Technical Institution, Graduate & Post Graduate at colleges and University level of India to take part in various government led community service activities and programmes. The sole aim is to provide hands on experience to young students in delivering community service through various activities.

The NSS activities are implemented in schools, colleges and universities across the country by the NSS Program Officers and NSS Coordinators who are appointed by the educational institutions for tenure of three years or more. NSS Program Officers are therefore the cutting edge of the NSS Scheme Implementation for guiding the student youth . It is therefore necessary to build the capacity of the NSS Program Officers, so that they are well equipped to contribute the personality development of the NSS Volunteers in their NSS Units.

RGNIYD being the apex institute for capacity building of the youth functionaries across the country took up the task of preparing a training module for orienting the newly recruited NSS Program Officers. The Centre for Training, Orientation and Capacity Building, RGNIYD organised a National Consultation with the NSS-Empanelled Training Institutions from 1-2 August 2017 at RGNIYD HQ Campus with the objective of developing a common curriculum for the orientation programme being conducted by the Extension Training Institutions (ETIs) for the newly recruited NSS Programme Officers.

During this consultation, the existing curriculum of ETIs was thoroughly examined and after a lot of deliberations and discussion on the relevant themes for the induction orientation program for the NSS Program Officers was designed and finalised with the inputs receive from the participating officials from the ETIs from all over the country.

We hope this training module for the orientation program of the NSS Program Officers will guide the capacity building of the newly recruited NSS Program Officers across the country.

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MODULE I

INTRODUCTION

90 mins

Session One	
Getting to know each other	60 min

Objective	On the successful completion of the session, participants will be familiar with each other
Materials	Paper and Pen

Activity No.	Topic	Methodology	Duration
Activity 1	Getting to know each other	Exercise in pairs	50 min
Activity 2	Vision game	Self	10 min

Activity 1 - Getting to know each other

Step-1

Ask the participants to find out a person with whom they are not familiar

Step-2

Ask the pairs to get the following information from the partner, which will have to be shared with other participants like

- Name
- Institution
- Subject
- Special Talents/Interests
- Experience in Social Service/NSS

Give them 5 minutes to discuss in pairs

Step-3

Ask each pair to come in front and introduce the partner

Activity 2 - Vision game

Step-1

Ask participants to stand with sufficient space between them

- Stretch the right hand in front
- Rotate slowly the stretched hand without moving body to the maximum to right
- Mark the object pointed by the hand
- Bring back the hand

Step-2

- Stretch the same hand in front
- Close the eyes
- Rotate slowly the stretched hand without moving the body to the maximum to your right
- Mark the object pointed by the hand
- Bring back the hand
- Open your eyes
- See the difference between the first object and the second object

Step-3

Ask participants

1. How many reached the same object both times
2. How many could not reach the previous object

It will be observed that more than 90% of the participants will move beyond the previous marked object. It shows that the targets set with open eyes are different from the targets with closed eyes.

Step-4

Ask participants to close the eyes for two minutes and think of the objective they are going achieve through this programme.

Session Two	
Objectives and Schedule of the Training Programme	30 min

Objectives	On successful completion of the session, participants will be able to share their expectations of the training programme and arrive at a consensus on the objectives and the schedule of the training
Materials	Flipchart, marker pen, schedule of training programme- one copy for each participant

Activity No.	Topic	Methodology	Duration
Activity 1	Sharing of expectations and objectives of the training programme	Brainstorming/ Discussion	20 min.
Activity 2	Schedule of the training programme	Presentation	10 min

Activity 1 – Sharing of Expectations and Objectives of the Training Programme

Step – 1

Ask few participants to express their expectations from the training programme.

Step – 2

Match the expectations of the participants with the programme objectives

Activity 2 – Schedule of the Training programme

Step – 1

Circulate the copy of schedule of the training programme to all the participants

Step – 2

Discuss and arrive at a consensus.

MODULE II

HISTORY, PHILOSOPHY AND OBJECTIVES OF NSS

150 mins

Objectives: On successful completion of the session the participants will be able to:

1. Understand the philosophical base of NSS
2. Describe the important historical landmarks in the growth of NSS and its present organizational structure
3. Explain the aims and objectives, motto, symbol, badge and other cardinal principles of NSS
4. Understand how NSS moulds the character of Volunteers
5. Comprehend the current theme of NSS
6. Understand integration of NSS as a circular component

Materials: Flipcharts, Marker Pens, OHP/LCD, Hand-outs

Activity No.	Topic	Methodology	Duration
1	Perceptions about NSS and its role in education	Brainstorming	30 min
2	Philosophical base of NSS and Chronology of its development	Presentation & Reflection	30 min
3	Aims and objectives, Motto, Symbol, Badge, Theme and other Principles of NSS	Presentation, question and answer	60 min
4	Organizational structure of NSS	Presentation	30 min

Activity 1 – Perceptions about NSS and its role in Education

Step -1

Ask participants to share their perceptions about NSS and record it on a flip chart

Step-2

Summarize the points and explain the importance of educational gains through common service that ultimately lead to personality development.

Activity 2 – Philosophical base of NSS and Chronology of its development

Step – 1

Share some quotations on education and life and ask participants to reflect on them.

Facilitators Guide	
<u>Quotations</u>	<p>“Education without character, Wealth without work Politics without principles Commerce without morality Worship without sacrifice Science without humanity Consumption without conscience Are useless and dangerous”</p> <p style="text-align: right;">- Mahatma Gandhi</p> <p>“Personality development is possible only through Community Service”</p> <p style="text-align: right;">- Swami Vivekananda</p> <p>“Education is nothing but the modification of behaviour” Dr Radhakrishnan</p>
Step – 2	<p>Ask participants to pin point some of the limitations of the present day education such as methodology of teaching, system of examination, relevance of content and private participation in education.</p>
Step – 3	<p>Summarize relevant points and explain the philosophical foundations and historical background of NSS. Explain the important land marks in the history of NSS like Dr Radhakrishnan Commission, Dr D.S. Kothari Commission. Dr C.D. Deshmukh Commission, Prof K.G. Saiyidain Recommendations etc.</p> <p>Refer to facilitators Guide</p>

Facilitators Guide

Philosophical base and Historical landmarks in the development of NSS

Mahatma Gandhi tried to impress upon his students audience time and again, 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 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 student should do “Something positive so that the life of the villagers might be raise to a higher material and moral level”.

The UGC headed by Dr S Radhakrishnan recommended the introduction of National Service in the academic institutions on a voluntary basis with a view to developing healthy contacts between the student and teachers on the one hand and establishing a constructive linkage between the campus and the community on the other hand.

The Central Advisory Board of Education (CABE), 1950 recommended that students should devote sometime to manual work on a voluntary basis and the teachers Should also associate with them in such work.

The draft first five year plan (1952) stressed the need for labour and social service by students for one year.

Pandit Jawaharlal Nehru in his letter to the chief ministers mooted the idea of having social service as a pre-requisite for graduation (1958).

The Education Ministers conference (1959) suggested the appointment of a committee to workout the details of a pilot scheme for social service.

The committee headed by Dr C.D. Deshmukh (1959) recommended that the national service for a period of 9 months to a year may be made compulsory for all students completing high school and intending to enrol themselves in a college or a university.

In 1960, Prof K.G. Saiyidain studied in the national service by the students implemented in several countries of the world and submitted his report under the title “National Service for the Youth” to the government. It was recommended that national social service should be introduced on a voluntary basis and extended as widely as possible with a provision for rich and varied programmes. 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.

Education commission headed by Dr D.S. Kothari (1964-66) recommended that students at all stage of education should be associated with some form of social service. This was taken into the account of state education minister during the conference in April 1967 and they recommended that at the university stage students could be permitted to join in the form of a new programme called the national service scheme.

The vice chancellor conference in Sept. 1967 suggested to constitute a special committee of vice chancellors to examine the recommendations in detail.

The fourth five year plan sanctioned an outlay of Rs. 5 Crores for National Service Scheme as a pilot project in select institutions and universities on the basis of the recommendations of the planning commission

Dr V.K.R.V Roa, the then education minister, GOI launched the National Service Scheme (NSS) on September 24, 1969 in 37 universities with 40,000 volunteers.

Activity 3 – Aims and Objectives, Motto, Symbol, Badge, Theme and other principles of NSS

Step – 1

Present the aims and Aims and Objectives, Motto, Symbol, Badge, Theme and other principles of NSS

Refer Facilitators Guide

Facilitators Guide

NSS – BASIC CONCEPTS

The overall aim of NSS 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 institutions. The college and +2 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 administrative in future are found to unaware of the problems of the village/slum community and in certain cases are indifferent towards their needs and problems. 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

The board objectives of NSS are to:

1. Understand the community in which they work
2. Understand themselves in relation to their community
3. Identify the needs and problems of the community and involve them in problem solving process;
4. Developing among themselves as sense of social and civic responsibility
5. Utilise their knowledge in finding practical solution to individual and community problems
6. Develop competence required for group living and sharing of responsibilities
7. Gain skills in mobilising community of participation
8. Acquire leadership qualities and democratic attitude
9. Develop capacity to meet emergencies and natural disasters and
10. Practice national integration and social harmony

The Motto

The motto or watchword of the NSS is 'NOT ME BUT YOU' This reflects the essence of democratic living and upholds the need for selfless service and appreciation of the other persons point of view and also to show consideration for fellow human beings

NSS Symbol

The symbol of the NSS is based on the RATH wheel of the konark Sun Temple situated in Orissa. The wheel signifies the progressive cycle of life. It stands for continuity as well as change and implies the continuous striving of NSS for social transformation and upliftment.

NSS Badge

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

NSS Day

NSS was formally launched on 24th September 1969, the birth centenary year of the Father of the Nation. Therefore, 24 September is celebrated every year as NSS Day with appropriate programmes and activities.

NSS Song

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.

Important Thrust Areas

Child Marriage

Gender Issues

1. Dowry
2. Sex Determination Test

Fitness

1. Tobacco
2. Substance Abuse
3. Sports
4. Yoga
5. Adventure

HIV/AIDS & Adolescent Health Issues

Water Literacy

National Integration & Social Harmony

Employment & livelihood

Disaster Management

Environment Enrichment

Themes

1974-1975 : Youth against Dirt & Disease

1975-1977 : Youth for Afforestation & Tree plantation

1978-1982 : Youth for Eco-Development

1983-1987 : Youth for Rural Reconstruction

1988-1989 : Youth for Development

1992-1994 : Youth for Mass Literacy

1995-1998 : Youth for Sustainable Development

1999-2001 : Youth for Healthy Society

2001-2002 : Youth for Hariyali

2002-2003 : Youth for Jal Samvardhan

2003-2004: Youth for Swachatha

2004-2005 : Nadiyon Mein Phir Se Bahe Jaldhara Yahi Hai Sankalp Hamara

2005 onwards: Healthy Youth for Healthy India

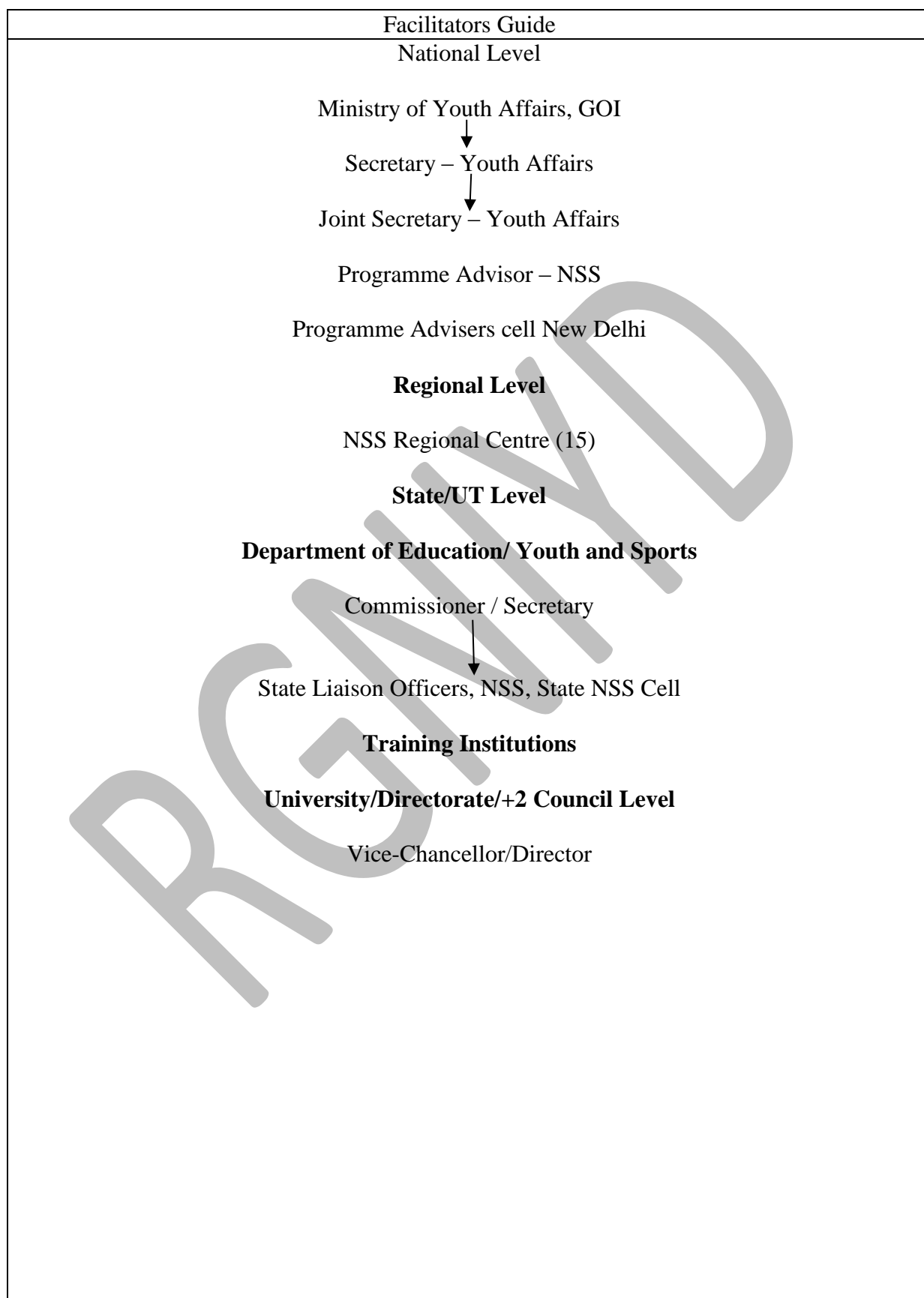
Step – 2

Give a chance to participants to seek clarifications

Activity 4 – Organisational Structure of NSS

Step – 1

Explain the Organisational Structure of NSS at the National, State/UT and University/Directorate and at the Institutional levels with the help of organisational chart as given in the facilitators



MODULE III

YOUTH PROFILE – STATE / UT, NATIONAL AND GLOBAL LEVELS

Objectives:

- On successful completion of the session participants will be able to
1. Enrich their knowledge on the status of youth with reference to their developmental needs
 2. Identify resources for their growth.

Activity No.	Topic	Methodology	Duration
1.	Status of Youth in Education / Employment as experienced by the participants	Brainstorming	10 mins
2.	Definition of youth	presentation	15 mins
3.	Brief profile of Youth at State/UT, National and Global levels	Presentation	20 mins
4.	Youth in India: a) Sex Ration b) Students/Non – Student c) Rural/Urban d) Literate/Illiterate e) Employed/Unemployed f) Migration Rate g) Marital Status	Presentation /Self study	45 mins
5.	Challenges before Youth a) Political participation b) Social justice c) Economic opportunities d) Educational opportunities e) Cultural –Beliefs, Faith, Attitude, Values etc. f) Health (Adolescent/Youth Health, Sexual & Reproductive Health, HIV/ AIDS, Mental and Spiritual Health, Lifestyle, Life skills)	Group Discussion followed by presentation	60 mins
6.	Need for Intervention and Resources	Brainstorming	30 mins
7.	Available-NSS, NYKS, BS&G, RGNIYD, CYP, YHAI, SAI, NCC AND NGO/CBO	Presentation	
8.	National Youth Policy – 2003	Presentation	30 mins

Activity 1- Status of Youth as Experienced by the Participants

Step-1:

Participants will share their perceptions about the status of youth

Step-2:

Conclude with some advantages like huge youth population in India with challenges like providing them quality education, employable skills, better living standards and adopting healthy life styles.

Activity 2 – Definition Youth:

Step-1:

Give the definition of Youth as per the National Youth Policy – 2003, commonwealth Asian countries and UN definition of Youth. Refer facilitator's Guide

Facilitator's Guide	
The age range of Youth in Commonwealth Asian Countries	
Bangladesh	- 18-35 Years
Brunei Darusalam	- 15-40 Years
India	- 13-35 Years
Malaysia	- 15-40 Years
Maldives	- 18-35 Years
Pakistan	- 15-29 Years
Singapore	- 15-29 Years
Srilanka	- 15-29 Years
United Nations	- 15-24 Years

Activity 3- Brief profile of Youth at State/UT, National and Global Levels

Step-1:

Explain about the demographic profile of youth. Clearly demarcate the youth population in relation to total population at State/UT, National and Global levels. For example out of 110 crores total population in India, 42 crores comprises of youth population between the age group of 13-15 Years which comes to 40% of the total population. Similarly the State/UT and Global level populations are also to be depicted. The reasons behind the large variance in the percentage of youth population in different regions of the world must be clarified. Pie charts and graph could be used to depict statistics. Refer facilitator's Guide

Activity 4- Youth in India

Step-1:

Present the position of youth in respect to the six variables listed below –

- a) Sex Ration
- b) Rural/Urban
- c) Literate/Illiterate
- d) Employed/Unemployed
- e) Migration Rate
- f) Marital Status

Sex Ration

The sex ration in India (number of females per 1000 males) declined from 934 in 1981 to 927 in 1991 (1991 Census), while the National Family Health Survey, (NFHS) 1992-93, Showed an increase in the sex ration (944). The 2001 census registered a sex ration of 933. Among youth the sex ration is lower at 929.

According to the 2001 census of India, the sex ration in the age group 15-34 was 940 (Saraswathi, 2007) as compared to the total population sex ratio of 933. In 2001, the youngest age group showed a low sex ratio of 858. The ratios in other age groups are higher than the population sex ratio. The ratio is particularly high the older age groups of 25-29 and 30-34. It may also be noted that there has been a decline in the sex ratio in the 15-19 and the 20-24 age groups during 1991-2001 and an increase in the two older age groups.

Rural/Urban Youth

The place of residence and nature of urban development provides the youth with different socializing experiences during the growing up years. The youth in the metros and large cities are exposed to all the trappings of developed societies: more and better services (e.g., education, health), work opportunities, access to modern technology, better amenities, and values of materialism, consumerism and competition.

However, a significant majority of youth stay in the rural/tribal regions. It is generally seen that the rural and tribal youth are exposed to less diverse viewpoints than their urban counterparts, and have stronger social system reinforcing values by the family and the village community. The rural and tribal areas experience greater levels of poverty, have poor access to quality services for education, health and livelihoods. A study for the planning commission estimated that 37% of the population is poor, of which 42% were in rural areas and 26% were urban citizens. However, with increasing migration at an alarming rate.

However, since the nineties, rural society has undergone changes as a result of globalization and the liberalization of markets. It has resulted in greater educational opportunities in rural areas and greater information exposure due to the rapid development of the mass media, the internet and so on. There is an increasing number of rural youth joining colleges in towns/cities close to their homes. However, here too, it is the class of the youth which largely determines the opportunities available to him/her.

In contrast, the urban youth-especially in the major metros-are influenced by the valued of materialism and consumerism to a greater extent than the rural youth. Due to the relative anonymity of urban living, they seem to be less accountable or sensitive to the needs of their environment. At the same time, they have greater access to information and, therefore, many have greater awareness about larger social issues. They are often forced into patterns of time slots and schedules against their needs of their age and phase of development, and are expected to be conscious of time management. Paradoxically, teenage years are also characterized by sloppy and disorganized behaviour.

Urban youth have greater opportunities to participate in extra-curricular activities, take up hobbies and the like. There is an increasing pressure to use time constructively, e.g. the vacations are spent in summer jobs for work experience or updating their knowledge through short courses. Urban youth definitely feel superior and more confident than rural youth, especially those that have had an English medium education.

Literate/Illiterate

Literacy is defined in the census as the ability to read and write with the understanding any language. No formal education or any minimum educational standard is required to be considered literate. There is an increase of 13.75 percent in literacy from 51.63 percent in 1991 to 65.38 in 2001. Youth literacy rate is invariably better in urban areas. Literacy rates in different age groups among youth show a positive trend that with continued efforts total literacy can be reached among youth in the near future. According to 2001 census, a total of 71.03 percent literate youth in India where 81.05 percent males and 60.37 percent females.

The size of illiterate population counted in 2001 census is a huge population of nearly 468 million of who 101 million are in the age group 15-34 years. It is this number that has provoked international organisations to warn India against the notoriety of becoming the country with the largest illiterate population. Among the states, Uttar Pradesh houses the largest percentage of illiterates of all ages in the country.

Employed (Organized/unorganized) unemployed

As per the India Year book 2002, manpower profile, the percentage distribution of young workers by status of employment and Broad industry in India (1999-2000), a total of 33.08 were self-employed in India, 17 were regular and 26.59 were casual labour. The census of 2001 enumerated a total of 313 million main workers and 34.8 million marginal workers and

626.3 million as non-workers.

The census 2001 has enumerated a total of 51.3 million people as non-workers in the age groups 25-34 comprising about 29.3 million in rural and 22 million in urban areas. Of these, 6.5 million were men and about 44.7 million were women.

Migration rate:

The term “migration” is defined in the census by the concept of birth and place of enumeration. A person born at a place other than the place of enumeration is considered as migration. Migration may be in-migration or out-migration.

In recent decades, the total migration caused by both push and pull factors has been continuously affecting the size of the population in particular towns, cities and districts within them. The growth rate of urban population was more than the double that of total population by the year 2000. Urbanization has been an important factor in migration. Heaviest migration in both sexes was found in the age group 15-34 years stated the cause of migration as ‘employment’. The census 2001 has enumerated 307 million people as migrants by place of birth. Considered by reasons for migration, the census data of 2001 confirm that marriage is the single most important cause of migration and that mostly for girls.

Marital status of youth

The mean age of marriage returned in the census of 2001 is 18.3 for females and 22.5 for males. It is lower in rural areas where the mean is 17.9 for females and 21.9 for males and higher in urban areas where it is 19.3 for females and 24.1 for males. Among the states, the average age at marriage is above the national average in Assam, Kerala, Punjab, and Tamil Nadu whereas it is much below the national average in Andhra Pradesh, Bihar, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh for both sexes according to the census of 2001. In all religious communities, marriages below the legal age of marriage take place. Marriage below the age of 10 is considered in the census –as “marriages not performed” and is not enumerated. Another aspect of marriages that comes out of the marital status recorded in the census is the excess of currently married females over males.

Step – 2:

Give an analytical understanding of the variations in population characteristics. Use the Pie charts and graphs

Activity 5 – challenges before youth:

Step – 1:

Discuss with the participants that in the era of globalization there are challenges faced young generation in the world particularly in India. The Challenges before youth in fields may be shared by the participants through brainstorming.

Step – 2:

Divide the participants into 6 groups. Give each of them one of the topics given below-

- a) Political participation
- b) Social justice
- c) Economic opportunities
- d) Educational opportunities
- e) Cultural –Beliefs, Faith, Attitude, Values etc.
- f) Health (Adolescent/Youth Health, Sexual & Reproductive Health, HIV/ AIDS, Mental and Spiritual Health, Lifestyle, Life skills)

Ask the groups to discuss the following questions in the given areas

- List of common problems/issues/challenges faced by youth.
- Identify the hurdles in overcoming these challenges
- Suggest concrete measures to face these challenges

Step – 3:

Invite the groups to make their presentations one by one. Wrap up the presentations wise on areas which may not have been highlighted sufficiently.

Activity 6 – Need for Intervention and Resources Available:

STEP-1:

Ask participants to share their views on different youth programmes / schemes they have seen/experienced.

Step-2:

Discuss how these programmes can help youth to become a better citizen and help in nation building activities.

Step-3:

Introduce the various resources available for youth in India. Tell them briefly about NSS, NYKS, BS&G, RGNIYD, CYP, YHAI, SAI, NCC, & NGO/CBO. Refer to Facilitator's

Facilitator's Guide

Organizations meant for the student youth**1. National Service Scheme (NSS)**

National service scheme, centrally sponsored scheme, was launched during Mahatma Gandhiji's birth centenary year 1969, in 37 universities involving 40,000 students with focus on the development of personality of student youth through community service. Today, NSS has more than 3.2 million student volunteers on its roll spread over 198 Universities and 41 (+2) Senior Secondary Councils and Directorate of Vocational education covering more than 10,313 institutes / colleges of higher education and 7542 Secondary schools all over the country. From its inception, more than 3 crore student from universities, colleges and institutions of higher learning have benefited from the NSS activities, as students volunteers.

NSS activities have been divided into two major groups. These are regular NSS activities and special camping programme.

- a) Regular NSS activities: 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, campus of 10 days duration are organized in adopted villages or urban slums during vocations with some specific projects by involving local communities. 50 percent NSS volunteers are expected to participate in these camps.

Source: Ministry of Youth Affairs and Sports, Govt. of India.

2. National Cadet Corps (NCC)

NCC was created under the Indian defence act 1917, with the object to make up the shortages of the Army. During the Independence movement, the leaders of our nation had realized the need to create a national level youth organization, to train and groom young boys as responsible citizens and future leaders of our great country in all walks of life. National cadet corps is tri-services organization, comprising army, navy and air force.

A committee under Shri. H.N. Kunzru was set up in 1946 under the directives of the

first Prime Minister, Pundit Jawaharlal Nehru, to consider the establishment of a nationwide cadet corps, which was born through the act of parliament on 15th July 1948. The first Prime Minister of India, Pundit Jawaharlal Nehru presided over the function of raising the first NCC unit at Delhi on the last Sunday of Nov 1948, which is traditionally celebrated as the 'NCC day'.

The NCC is open to regular students of schools and colleges on a voluntary basis. It is divided into four divisions – Senior Division for college boys organized in three wings for the army, navy and air force known as companies; Junior Division for school boys known as troops under a teacher who has received army training; Senior Wing for college Girls and junior wings for school girls.

Aim:

To develop character, comradeship, discipline, leadership, secular outlook, spirit of adventure, and ideals of selfless service amongst the youth of the country.

To create a Human Resource of organized, trained and motivated youth, to provide leadership in all walks of life and be always available for the service of the nation.

To provide a suitable environment to motivate the youth to take up a career in the armed forces.

Function:

Training activities, institutional training, camp training, attachment training specialist training, community development / social activities, adventure training, youth exchange programme, disaster management.

Coverage:

Jammu & Kashmir, Punjab, Haryana, Himachal Pradesh, Chandigarh, Uttarakhand, Delhi, Rajasthan, Uttar Pradesh, Madhya Pradesh, Chattisgarh, Bihar, Jharkhand, Gujarat, Daman & Diu, Dadra & Nagar Haveli, Maharashtra, Karnataka, Kerala, Lakshadweep, Tamil Nadu, Pondicherry, Andaman & Nicobar, Andhra Pradesh, Orissa, West Bengal, Sikkim, Meghalaya, Assam, Manipur, Nagaland, And Arunachal Pradesh.

Cadets welfare schemes

1. Cadets welfare society

NCC cadets welfare society was established in Feb 1985 under the societies

registration act 1860 in order to provide financial relief to cadets who sustain injury during organized NCC activities or financial assistance to the nominees of the cadet in the event of death during such activities.

The society started with a one time grant from central Govt. and state Govts. It levies obligatory membership fee on cadets which is a one time payment at the time of enrollment in any wing /Div of NCC

2. Incentive provided by central governmental Army, Navy, air force, coast guard, border security force, central reserve police, central industrial security force, Indo Tibetan border police.

Incentive provided by state government

Andhra Pradesh , Karnataka, Rajasthan, Arunachal Pradesh, Kerala, Sikkim, Assam, Madhya Pradesh, Tamil Nadu, Bihar, Maharashtra, Tripura, Delhi, Manipur, Uttar Pradesh, Goa, Nagaland, Uttranchal, Gujrat, Orissa West Bengal, Haryana, Puducherry, Himachal Pradesh, Punjab

Employment field:

The government has been giving preference to national cadet corps B & C certificate holders in the matter of recruitment to the state police services.

Scholarships and cash awards

Prizes, medals and trophies, etc.

3. **Bharat scouts and Guides – (BS & G)** is a voluntary, non political, educational movement for young people, open to all without distinction of origin, race or creed. The purpose of the movement is to contribute to the development of young people in achieving their full physical, intellectual, social and spiritual potential as individuals and as responsible citizens. At present the movement has about 3.8 million members. This movement has instilled self-confidence, patriotism and idealism among the youth. It has harnessed their energies into the sacred cause of nation building and has promoted the spirit of service and universal brotherhood.

The Bharat scouts and guides give special attention to the qualitative improvements of its members through the training courses, programmes etc. The scout/Guide training makes a person resourceful, self-reliant, and helpful to others, develops their latent faculties and talents as well as encourages them to improve their creativity. They work with dedication

and enthusiasm to serve the old and sick, supply, free drinking water to passengers at railway stations/bus stations, observe hospital day, conduct surveys in schools to detect leprosy patients, organize anti-AIDS awareness campaigns, ORT programme, pulse polio immunization programme, blood donation camps, free medical check up camps, cleanliness drives/sanitation campaigns and many other community development activities. To foster the spirit of national integration, camps are organized by BSG all over the country. In these camps lectures, seminars, singing competition, exhibitions on the life styles in various states are organized. Through these variety of activities, the scouts and guides spread literacy, run hobby centers, organize conservation and ecological balance programmes.

Scouting & guiding movements has gained momentum in India on international lines with the aim at developing the character of boys and girls, moulding them as good citizens of the country and inculcating in them the spirit of patriotism, sympathy for others and social service. The scheme of scouting and guiding is designed to promote balanced physical and mental development of the young people. Scouting and guiding opens up an opportunity to young boys and girls to build their character. It inculcates in them a spirit of patriotism, social service and communal harmony. It also makes endeavors for their all-round development to make them responsible citizens of the country. The Bharat scouts and guides, New Delhi is financially assisted by the Ministry for conducting various activities. Under the scheme, financial assistance is provided for various activities such as organization of training camps, skill development programmes and holding of jamborees etc. The Bharat Scouts and guides have got thousands of units spread across the country. These units conduct their activities in the areas of adult literacy, environment conservation, community service, health awareness and promotion of hygiene and sanitation. Bharat scouts and guides is also associated with various programmes aimed at development and empowerment of the adolescent.

Organization meant for non-student youth

4. Nehru Yuva Kendra Sangathan (NYKS)

Nehru Yuva Kendra Sangathan is an autonomous body of the ministry of youth affairs and sports. NYKS has its presence in 500 districts of the country. It has become one of the largest grass-root level organizations in the world, catering to the needs of more than eight million non-students rural youth enrolled through about 2.30 lakh youth clubs. These youth clubs work in the areas like education and training, awareness generation, skill development and self-employment, entrepreneurial development,

thrift and co-operation, besides development of the body through sports and adventure and mind through sustained exposure to new ideas and development strategies. For implementation of the programmes, every district NYK has a trained cadre of District youth coordinator, national service volunteers and youth leaders. The strength of NYKS is its vast network of youth clubs at the grassroots level. NYKS accomplishes its task through three categories of programmes i.e. regular programmes such as youth club development, vocational training, work camp, awareness generation, cultural programme, sports promotion, adventure promotion, seminars and workshops and celebration of national and international days/weeks; schemes assigned to it by the ministry of youth affairs & sports for implementation viz; national service volunteers, financial assistance to youth clubs, awards to outstanding youth clubs at district, state and national levels, rural information technology and youth development centers. Special programmes undertaken in collaboration with other ministries and organizations.

- Located in all the districts of India
- Implementing programmes in rural areas through youth clubs/teen clubs/mahila mandals.
- Income generating, skill, and social development programmes
- Promoting indigenous culture and rural sports.

Organizations meant for research, training and development

5. Rajiv Gandhi national institute of youth development (RGNIYD)

The **Rajiv Gandhi national institute of youth development**, an autonomous organization under the ministry of youth affairs and sports, Government of India set up in march, 1993 with the mandate to undertake advanced study and applied research in the field of youth related activities. Recently, the Institute conferred deemed to be University under section 3 of UGC act 1956. As the apex organization at national level, the institute is an action forum to carry out the following functions:-

- To design, develop and conduct appropriate training and orientation programmes
- To sponsor, promote, conduct research evaluations and programmes development projects;
- To work as an advance center and apex body for all the identified training, orientation and research centers on youth, sponsored and aided by the ministry

of youth affairs and sports;

- To help in the orientation and up gradation professional skills of the youth functionaries of the central and state governments/Union territories, Universities, NGO's working in the field of youth;
- To bring out publication and to undertake documentation and dissemination of information; and
- To take up extension projects/services on experimental basis.

The institute has the following 5 divisions:

Training, orientation and extension division

Research, Evaluation and Documentation/Dissemination division

Panchayati Raj and Youth affairs Division

International centre for excellence in youth development division

Social harmony and national unity division

- Capacity building of youth functionaries and panchayati raj institutions
- Adolescent health and development project, career guidance, gender cell
- Enhancing employability of rural youth
- Promoting national integration youth agencies
- Conducting various research activities pertaining to youth
- Youth exchange programmes

6. **Common wealth youth programmes (CYP)**

1. Commonwealth youth programme was established by the commonwealth Governments in 1974 to promote the well-being and development of young men and women in the commonwealth countries. Its mandate orients:-

- a) To work towards the empowerment of young women and men in the society
- b) To develop their potential, creativity and skills as productive and dynamic members of their societies;
- c) To participate fully at every level of decision making, development, both individually and collectively, successfully promoting commonwealth values of international cooperation, social justice, democracy and human rights.

2. The vision of CYP is contained in its mission that seeks:

- a) To support the efforts of member governments in the formation of policies and development programmes which effectively address the issues and concerns of young women and men;

- b) To assist member Governments in establishing and strengthening youth ministries and independent youth networks to support policy and programme development based on the active participation of both young women and men;
- c) To support the efforts of NGOs and collaborate with international
- d) To enable young women and men to participate effectively in the planning and decision making process of their own countries and in regional and international levels.
- e) To support and recognize incentives by young women and men for the social and economic development of their countries;
- f) to promote greater awareness amongst young people of the role of the commonwealth in international relations;

at present, there are three major strategic areas on which commonwealth youth programme is concentrating:

National Youth Policy;

Human Resource Development, and

Youth Empowerment.

- Capacity building of youth functionaries in Asia region
- Commonwealth youth credit initiative
- Conducting diploma courses on youth in development work
- Plan of action for youth empowerment (PAYE)

7. **Youth hostels association of India (YHAI)**

Youth hostel movement is the brain child of Richard Schirrmann, a German school teacher who established the first youth hostel in Germany in 1912. The youth hostel association was formed in 1919 in Germany. IYHF is presently represented by 62 national member association and 18 associate organizations and 18 accredited agents with a chain of more than 4500 youth hostels and 4.5 million youth member's world-wide.

In India the first youth hostel was established in Mysore in 1949 and at present there are youth hostels all over India with a chain of 36 government youth hostels and 54 licensee youth hostels. YHAI has branches in all states and UTs with a network of Units operating at district levels.

The motto of YHAI is wandering one gathers honey. The major activities of YHAI include promotion of youth travel, provision of budget accommodation with

minimum international standards and undertaking adventure tourism such as mountaineering, trekking, sailing, surfing, long distance cycling, etc.

For further details visit: www.yhaindid.org

Activity 7- National youth policy-2003

Step-1

Make a brief presentation on the National youth policy based on the information given facilitator's guide.

Step-2:

Ask participants to mention the focus areas of the National Youth policy 2003.

Facilitator's Guide

National youth policy

The national youth policy 2003 defines youth belonging to the age group 13-35 years. The policy advocates empowerment approach for all round development of young people including adolescents. The policy recommends establishment of an inter-sectorial mechanism for integrated policy initiatives and convergence of schemes for adolescents. It calls for greater synergy among ministries and departments of the central and state governments, and local self-government bodies and panchayati raj institutions. Key sectors of youth concern identified in the national youth policy 2003 include education, training & employment, health & family welfare, prevention of environment, ecology and wild life, recreation and sports, arts and culture, science & technology, civics & good citizenship. The policy recognizes that a holistic approach towards health, mental, physical & spiritual, HIV/AIDS, sexually transmitted diseases, substance abuse and population education needs to be adopted after careful assessment of the health needs of youth.

The objectives of the national youth policy are:

1. To instill in the youth, at large, an abiding awareness of, and adherence to, the secular principles and values enshrined in the constitution of India, with unswerving commitment to patriotism, national security, national integration, non-violence and social justice;
2. To develop qualities of citizenship and dedication to community service amongst all sections of the youth
3. To promote awareness, amongst the youth, in the fields of Indian history and heritage, arts and culture;

4. To provide the youth with proper educational and training opportunities and to facilitate access to information in respect of employment opportunities and to other services, including entrepreneurial guidance and financial credit;
5. To facilitate access, for all sections of the youth, to health information and services and to promote a social environment which strongly inhibits the use of drugs and other forms of substance abuse, wards off disease like HIV/AIDS, ensures measures for de-addiction and mainstreaming of the affected persons and enhances the availability of sports and recreational facilities as constructive outlets for the abundant energy of youth;
6. To sustain and reinforce the spirit of volunteerism amongst youth in order to build up individual character and generate a sense of commitment to the goals of developmental programmes;
7. To create an international perspective in the youth and to involve them in promoting peace and understanding and the establishment of a just global economic order;
8. To develop youth leadership in various socioeconomic and cultural spheres and to encourage the involvement of non-governmental organizations, co-operatives and non-formal groups of young people; and to promote a major participatory role for the youth in the protection and preservation of nature, including natural resources, to channelize their abundant energies in community service so as to improve the environment and foster a scientific, inquisitive reasoning and rational attitude in the younger generation and to encourage the youth to undertake such travel excursions as would better acquaint them with cultural harmony, amidst diversity, in India, and overseas.

Additional Resources

- **Developmental challenges in 21st century by Dr. Bhagban Prakash**
- **Millennium development goals (2007) – published by UNDP**
- **Websites of CYP, ministry of youth affairs and sports, RGNIYD, NYK, NSS, BS&G, Ministry of Home affairs, NCC**
- **Annual report of the ministry of youth affairs and sports, Government India.**

MODULE IV

ROLE AND RESPONSIBILITIES OF PROGRAMME OFFICERS

Objective:-

On the successful completion of the session, participants will be able to

- Understand their role and responsibilities as programme office
- Operationalize NSS programmes at institutional level
- Acquire skills to functions as an organizer, educator, coordinator, supervisor, administrator and public relations person for NSS

Activity No	Topic	Methodology	Duration
1.	Selection, training and tenure of programme officers	Presentation	15 min
2.	Role and responsibilities of programme officers	Group discussion followed by presentation	60 min

Activity 1- selection, training and tenure of programme officers

Step-1:

Explain about the selection, training and tenure of programme officers.

Refer to facilitator's Guide. Give time for clarifications.

Facilitator's Guide
<p>Selection of programme officers</p> <ul style="list-style-type: none">• Made by the head of the institution in consultation with the programme coordinator of the respective university/Directorate/+2 council• Qualification-<ul style="list-style-type: none">- Member of regular teaching faculty, motivated and with an aptitude for community work- Persons with experience in community work will be preferred.- In women's colleges/girl's schools lady teachers should be appointed as programme officers, <p>Note –NCC officers and physical education Directors are not eligible</p>

Training of programme officers

- Should undergo the prescribed general orientation course in the designated TOC/TORC within 3 months from the selection as programme officer
 - Should undergo refresher course after completion of 2 years of the orientation course.
- Note –it is mandatory on the part of the Head of the institution to relieve and ensure the participation of the programme officer in the orientation programmes and refresher courses organized by TORCs/TOCs and other designated bodies at State/National levels

Activity 2: Role and responsibilities of programme officers

Step:1

Explain about the role and responsibility of programme officers

Refer to Facilitator's Guide. Give time for clarifications.

Facilitator's Guide

Role of programme officer:

n) As an organizer and resource mobilizer

1. To interpret the scheme to the students and other members of the collect community and create awareness about the scheme;
2. To motivate and select students for NSS work;
3. To enlist cooperation and coordination of community agencies, governmental department and non-governmental agencies; and
4. To select services projects on the basis of utility and feasibility.
5. To mobilize resources needed for the programme from different sources.

As an Educator

1. To prepare orientation programme for NSS volunteers, explain to them about concept of social services, and teach them methods and skills required for achieve the objectives of the scheme;
2. To promote community education through meeting, talks, news bullet discussions etc.; and
3. To help in formulating NSS programmes which will have direct relationship with the academic curricula.

P) As a Coordinator

1. To coordinate NSS activities in accordance with the students ability and community demands;
2. To coordinate internal resources available in the form of teaching expertise teachers for enhancing the knowledge and skills of the students in implementation of the scheme; and
3. To coordinate various external resources available in the forms of government services; welfare agencies and voluntary bodies for the success of the programme.

q) As a Monitor

1. To assist student to learn how to do their jobs. His / her supervisory and consultancy skills should enable students to set realistic goals and see problems as a challenge and take appropriate steps to solve them.
2. To assist in evaluation and follow up work.

r) As an Administrator

1. To keep the Principal/Head of the institution, institution advisory committee and the programme coordinator of the university informed of the activities of the unit;
2. To run day-to-day administration of the programme;
3. To attend correspondence regularly;
4. To maintain record of students participation and activities undertaken;
5. To prepare progress report periodically for submission to college/school and university;
6. To keep accounts and stock in the prescribed forms; and
7. To prepare annual calendar of activities to be undertaken

s) As a public relations person

1. To inform the community about the scheme through press report, radio and television programmes, pamphlets, seminars and speakers' forums;
2. To initiate IEC campaigns for image building of NSS in order to inspire and motivate the students and community

Function of programme officer

1. Timely enrolment of volunteers in college/institution.
2. Preparation and submission of enrollment list to the programme coordinator of the

university/directorate concerned in time.

- 3.** Plan the NSS regular activities and special camping programmes.
- 4.** Ensure that NSS volunteers complete the prescribed 120 hours in a year in regular activities and one special camping of 40 hours in two years.
- 5.** Organize 20 hours of orientation for newly enrolled NSS volunteers for the current academic year.
- 6.** Divide the NSS unit into different groups and assign definite tasks and targets and projects to each group.
- 7.** Supervise the working of NSS volunteers
- 8.** Ensure the basic aims of NSS programme, i.e. personality development of NSS volunteers, interaction of the different classes of the society take place harmoniously and the NSS volunteers and community are benefited from the activities of NSS unit
- 9.** Maintain necessary records and registers prescribed by Govt. of India and programme coordinator of the university.
- 10.** Responsible for the equipment and stores purchased out of NSS funds.
- 11.** Spend NSS grant as per the administrative and financial directives of Govt. of India and NSS programme coordinator.
- 12.** Depute NSS volunteers for participating in different programmes organized by the ministry of youth affairs and sports, NSS regional centers, national or state institutes and Universities/Higher education institutions.
- 13.** Submit reports periodically, to the programme coordinator, NSS and to state liaison officer and TOC/TOC and regional centers whenever called for.
- 14.** Ensure submission of accounts in time after getting it audited from a chartered accountant of departmental auditor along with utilization certificate to programme coordinator.
- 15.** Liaise with the officials of different government departments, volur organizations, UN Agencies etc. for NSS projects.
- 16.** Convene the institutional advisory committee meetings in consultation with principal as laid down in the NSS manual.
- 17.** Mobilize resources available in the society/community (human resources, material, machines & time) for the effective management of programmes/activities.
- 18.** Any other programme/functions which will help in the effective functioning of NSS unit

MODULE V

LEADERSHIP AND PERSONALITY DEVELOPMENT

(435 mins)

Session One Leadership

150 min.

Objectives:

On the successful completion of the session the participants will be able to:

1. Identify major leadership qualities
2. Take up leadership roles.

Materials: Flipcharts and markers

Activity No.	Topic	Methodology	Duration
1.	Understanding Leadership and identifying the qualities of a leader	Brainstorming, Presentation	30 min.
2.	Skills of a Leader: <ul style="list-style-type: none"> - Vision and goal setting - Organizational skills - Communication skills - Decision making - Conflict Resolution - Time Management 	Group Discussion followed by Presentation	60 min.
3.	Types of Leaders	Role Play & Presentation	60 mins.

Activity 1 – Understanding Leadership and identifying the qualities of a leader

Step – 1

Ask the participants to mention the qualities of an effective leader. List them down on a flipchart. Add qualities from the Facilitator's Guide.

Facilitator's Guide

Qualities of an Effective Leader:

- A clear sense of purpose (or mission) – clear goals – focus – commitment
- Mastery of details/Knows the subject
- Ability to communicate and motivate
- Takes Initiatives
- Resourceful
- Assumes full responsibility
- Problem solving and decision making capacity
- Respectful
- Good Observer
- Optimistic/Positive Attitude
- Cooperating
- Honest
- Trustworthy
- Selflessness
- Self-control
- Courageous
- A keen sense of justice and fairness
- A pleasing personality
- Empathetic
- Openness to change
- Result-oriented – directing every action towards a mission – prioritizing activities to spend time where results most accrue.

Step – 2

Divide the participants in to groups of 6-8 persons. Ask the groups to discuss the leadership styles. Invite the groups to make their presentations

Circulate a list of quotations/definitions of leadership to the participants and integrate the understanding of leadership through an interactive session.

Activity 2 – Skills of a Leader

Step – 1

Divide the participants into 6 groups and allot one of the following topics to each group

- Vision and goal setting skills
- Organizational skills
- Communication skills
- Decision making skills
- Conflict Resolution
- Time Management
- Ask the groups to discuss the following
- Relevance of the skills
- Measures to develop the skills
- Hurdles in developing the skills

Step – 2

Invite the groups to make their presentations one by one. Sum up the presentations.

A Leader is one who

- Influences others to go with (his/her philosophy or thought) by guiding and showing the way
- Rules or guides or inspires others
- Gives vision, ideas, direction, inspiration and goals for a desired result for day-to-day implementation of events
- Inspires a follower
- Develops the follower
- Shows how to do the job
- Assumes obligations
- Overcomes various obstacles in attaining the goal
- Accomplishes work etc.

Leadership is an art of influencing and directing people in such a way that will win their confidence, respect and loyal cooperation in achieving common objectives. Usually leadership is associated with some philosophy/school of thought.

Leadership occurs when one person induces others to work towards some predetermined objectives.

Activity 3 – Types of Leaders

Ask them to mention names of one or two leaders whom they admire and mention their unique qualities. Explain the meaning of leader, leadership, types of leaders and factors of leadership with the help of information given in Facilitator's Guide

Facilitator's Guide

Types of Leaders

Authoritarian Leader (high task, low relationship)

These leaders are very task oriented and are autocratic. They are very strong on schedules; they expect people to do what they are told without question or debate; when something goes wrong they tend to focus on who is to blame rather than concentrate on exactly what is wrong and how to prevent it; it is difficult for their subordinates to contribute or develop.

Team Leader (high task, high relationship)

They lead by positive examples. They try to foster a team environment in which all team members can reach their highest potential, both as team members and as people. They encourage the team to reach team goals as effectively as possible. They also try to strengthen the bonds among the various members.

Country Club Leader: (low task, low relationship)

They predominantly use reward power to maintain discipline and to encourage the team to accomplish its goals. They do not use very coercive and legitimate powers. They fear that using such powers could jeopardize relationships with the other team members.

Impoverished Leader (low task, high relationship)

They use “delegate and disappear” style. Since they are not committed to either task accomplishment or maintenance; they essentially allow their team to do whatever it wishes and prefer to detach themselves from the team process. This can make the team face a series of power struggles.

Session Two

Personality Development

165 min.

Objectives:

On the successful completion of the session, participants will be able to:

- Understand the concepts of personality
- Identify the determinants of personality
- List out the characteristics of an effective personality
- Understand role of community service in moulding the personality of an individual

Activity No.	Topic	Methodology	Duration
1.	Personality	Presentation	30 mins.
2.	Determinants of Personality	Group Discussion & Presentation	30 mins.
3.	Characteristics of an effective personality	Case Analysis of selected leaders	60 mins.
4.	How community service moulds the personality of an individual	Experience sharing by NSS functionaries / eminent community workers	45 mins.

Activity 1 – Personality

Step – 1

Ask participants what they understand by the term Personality and Personality Development.

Step – 2

Explain about the terms Personality and Personality Development. Refer to Facilitator's Guide

Facilitator's Guide

Personality:

Ordinarily Personality is taken as the external appearance of an individual.

Personality is not a fixed state but a dynamic totality, which is continuously changing due to interaction with the environment.

“Personality may be defined as the most characteristic integration of an individual's structure, modes, behavior, interests, attitudes, capacities, abilities and aptitudes” – Munn

It is personality, which marks distinction in one person and another.

Source/Adapted from: General Psychology – Dr. Vatasayan

The personality of an individual accompanies him/her anywhere and everywhere he/she goes and exhibits itself in whatever he/she does.

Personality development is the improvement of behavioral traits such as communication skills, interpersonal relationships, attitude towards life and restoring our ethics.

If personality is developed on the solid base of values and ethics, it will last forever. More smiles and mannerisms are short-lived and do not help in improving one's personality.

Source/Adapted from: Personality Development – Transform Yourself – Rajiv K. Mishra

Activity 2 – Determinants of Personality

Step – 1

Brief participants about the determinants of personality. Divide them into seven small groups and assign one topic to each group ask them to discuss and make a presentation on their topic.

- Physical Determinants of Personality
- Family Determinants of Personality
- Sex Determinants of Personality
- Intellectual Determinants of Personality
- Emotional Determinants of Personality
- Social Determinants of Personality
- Educational Determinants of Personality

Step – 2

Invite the groups to make their presentations. Summarize the presentations by adding points the Facilitator's Guide

Facilitator's Guide

Physical Determinants: The body is an important personality determinant because of its direct influence on a person's behavior and its indirect influence through the way the person perceives his/her body as a source of self-evaluation. Body build influences personality directly by determining what the person can and cannot do.

Family Determinants:

The relationship a person has with his/her family is unquestionably the most important factor in his/her personality development. The influence of the family is great at all ages. The

major reasons for the family's dominant influence are the time spent at home, the control family members have over the person's behavior, the emotionally toned relationship he/she has with his/her family.

Sex Determinants:

The direct influence of sexuality on personality comes from the effects of the sex hormones which influence body form and functioning and the quality of the person's behaviour. The indirect influence, which is greater than the direct, comes from three sources: the effect of cultural influences on the sex drive, the attitudes of significant people and their treatment of the person because of his/her sexuality, and the moulding of the personality pattern to conform to a socially approved pattern of sex appropriateness.

Intellectual Determinants:

Intelligence provides the person with the capacity to meet and solve the problems that adjustment to life requires. How he/she uses his/her intellectual capacity will determine how successful his/her adjustment will be. The quality of his/her adjustment is in turn, a major factor in his/her personality development.

Emotional Determinants:

Emotions are important personality determinants because they affect personal and social adjustments. Emotions can add pleasure to a person's life and motivate action that improves his/her social and personal adjustments or they can make life painful and be a handicap to adjustments. Strong and frequent emotions can negatively affect a person's physical and mental well-being. Emotional balance is essential to good personal and social adjustment and to happiness.

Social Determinants:

What status the person has in the social group depends partly on his/her personality and partly on such factors like appearance, health and geographic proximity to the group. Social judgements serve as the basis for self-evaluation. The social group influences the self-concept.

Educational Determinants:

Besides home and parents, schools and colleges and teachers have the greatest influence on personality development. The main reasons for the schools and teachers impact are that

children attend school during early years of life. Educational institutions provide young people with opportunities to achieve their goals and they give children their first opportunities to assess their strengths and weaknesses realistically. How great influence the educational institution will have on personality development is largely determined by the student's attitudes towards school/college, towards his/her teachers, and towards the value of education. Opportunities to achieve their goals and they give children their first opportunities to assess their strengths and weaknesses realistically. How great influence the educational institution will have on personality development is largely determined by the student's attitudes towards school/college, towards his/her teachers, and towards the value of education.

Source: Hurlock, Elizabeth B (2007), Personality Development

Activity 3 – Characteristics of an effective Personality

Step – 1

Divide the participants into 6 groups. Assign one leader from the list to each group. Facilitator is need to add names eminent personalities from the locality

- Mahatma Gandhi
- Swami Vivekananda,
- Mother Teresa,
- Medha Patkar,
- Baba Amte,
- J.R.D. Tata,
- Rabindranath Tagore,
- Kiran Bedi

Ask each group to recall the life of the eminent personality assigned to them and evolve from their life the characteristics which made them effective. Ask the groups to prepare their presentations on charts.

Step – 2

Invite the groups one by one to make their presentations and take suggestions from other groups also. Sum up the presentations and make a final list of all the characteristics of an effective personality on a flipchart.

Activity 4 – How community service moulds the personality of an individual

Step – 1

Step – 2

Ask participants to respond to the experiences shared by the resource person.

Additional Resources:

1. Personality Development and Communication – Asia Regional Module during the field visit interact with eminent personalities involved in community work.

Session Three

Communication Skills

120 min.

Objectives	On successful completion of the session, participants will be able to: <ul style="list-style-type: none">• Understand basics of communication• Identify the basic features of effective communication• Handle communication gap
Materials	Flipcharts, Marker pens, LCD Projector, Whiteboard

Activity No.	Topic	Methodology	Duration
Activity 1	Understanding Basics of Communication	Brainstorming, Discussion	45 min.
Activity 2	Identifying the Basic Features of Effective Communication	Brainstorming, Discussion, Game	45 min.
Activity 3	Verbal and /Non-verbal Communication skills	Brainstorming	30 min

Activity 1 – Understanding Basics of Communication

Step – 1

Ask participants – What do they understand by the term – Communication?

Communication is sharing of ideas, opinions, feelings and understandings. It is an impact aspect in everyday life for all of us. Often the way we communicate the information another

person or group of persons determines the outcome of the issue.

Step – 2

Ask the – Why do we communicate?

Tell them that there are various reasons for communication. We communicate to:

Step – 2

Ask the – Why do we communicate?

Tell them that there are various reasons for communication. We communicate to:

- Have interaction and association
- Make someone understand our feelings or thoughts or actions
- Control over a situation (for eg., the boss telling a subordinate to complete the work on time; the police telling the people to disperse)
- Bring behavioral change among the adolescents/families/community including service providers/policy makers/selected representatives/teachers etc.

The other uses of communication in daily life – information, education, entertainment, motivation, building relationships, bringing attitudinal and behavioral changes etc

Step – 3

Explain that communication is a dynamic process, where the sender interacts (share message/information) with others (receiver) with a purpose, to arrive at a meaningful result.

Step – 4

Explain the process of communication. Tell participants that communication is not complete just by sending/sharing/instructing a message. That is only one step in the communication.

The message/information needs to be received and the sender must get a feedback on the same.

Step – 5

Ask participants to give few examples of various settings on how the communication takes place and how the feedback is given including at home, in school or at work place etc.

Activity 2 – Identify the Basic Features of Effective Communication

Step – 1

Ask participants to list some of the basic features of effective communication. The features may include:

- Two way communication
- Identifying the barriers to communication

- Steps in bridging communication gaps
- Verbal and non-verbal communication
- Effective listening

Step – 2

Ask participants to distinguish between one way and two way communication through a few examples.

Divide participants into three groups. Give each group one of the three styles of communication. Ask them to prepare a role play demonstrating the style of communication assigned to them.

Step – 5

Sum up the presentations and add information from the Facilitator's Guide

Facilitator's Guide

STYLES OF COMMUNICATION:

1. **Aggressive** – They believe that everyone should be like them; I am never wrong; I've got rights but you don't. They have a close mind and are poor listeners. They have difficulty in seeing the other person's point of view; they interrupt and are poor listeners. They have difficulty in seeing the other person's point of view, they interrupt and are monopolizing. They tend to dominate others. They are bossy. While communicating they frown, stare, talk loudly or have a yelling tone of voice.
2. **Passive** – In such communication the person does not express their true feelings; they do not disagree and think that others have more rights than they do. Their communication style is indirect, they always agree and do not speak up and are very hesitant. While communicating they often lack facial expression and stand with downcast eyes.
3. **Assertive** – In such communication the person believes that he/she as well as others is valuable. They know that if they have rights then others also have rights. They are active listeners and check on others feelings. They are action oriented, attentive, vocal, expressive, good listeners, aware, supportive, gestures. They maintain an eye contact while communicating.

Types of Communication

- Interpersonal communication – involves two or more persons talking with one another in close proximity
- Group communication – group of people communicating with one another

- Mass communication-communicating with a large population using mass media (TV, radio, newspaper etc.) and various equipment's of public address system

Components of Communication

- Source
- Message
- Channel
- Receiver

All the components must be present for effective communication

- Ways of communication
- Non-verbal communication – using body language, eye contact, posture, tone of voice, proximity etc.
- Written communication-using simple language, writing neatly
- Verbal communication – using words
- Audio – visual communication – using aids like flipchart, slides, films etc.

One way communication – communication from single channel without an opportunity for clarifying doubts

Two way communication – communication between two channels. Opportunity for clarifying doubts.

Step – 5

Explain the term; barrier'. Obstructs the flow, prevents from moving forward. Context of communication, there are several barriers. They may relate to:

- a. Sender and receiver
- b. Content related
- c. Method or process

Facilitator's Guide

BARRIERS DIAGRAM

Linguistic Barriers

- Ambiguity
- Lack of clarity
- Indirect presentation
- Using technical terms
- Not focusing on the target group

- Lengthy talk
- Lack of resourcefulness

Psychological barriers:

- Aggression
- Feeling of inferiority
- Position effect
- Hierarchy
- Memory
- Inability to understand the level of target group, their needs and wishes

Environmental barriers:

- Disturbance/noisy
- Change in weather conditions
- Lack of ventilation
- Lack of space
- Distance from participants to facilitator
- Time
- Physical discomfort
- Inappropriate channel
- Lack of logistic support and audio-visual equipments

Sender and Receiver related:

- Depends on the mood (angry, happy, sad, and depressed)
- Personality type of the sender or receiver (soft spoken, harsh with others, impatient, arrogant, not listening to others, cannot take orders, docile, fear of authority etc.)
- The level of trust one holds for the other person
- Perception about the other person
- Lack of empathy (not bothering to understand the situation the other person is in)

Content related:

- Content chosen is sensitive
- Inappropriate for the received
- Incoherently communicated
- Use of words (complex expression, use of unknown language or words, hidden meaning)

etc.)

Method related:

- Inappropriate method (e.g. use of written text messages with illiterate population)
- Loss in transmission (disturbance/noise)

Step – 6

Make the participants play the game “Chinese Whisper” for demonstrating loss/distortion of message in transmission. Ask participants to sit in a circle/semi-circle. Whisper a sentence in the ear of one of the participants and ask that person to repeat the message in whisper to the next person sitting on his/her right side. This way the message keeps on passing from one person to another till the last person sitting in the circle. The last person says the message loudly. It is very amusing to see that the message whispered to the first person was totally different from that of the message the last person had received.

Step – 7

Tell participants that in real life, messages get distorted due to the way people perceive the meaning of the message, the way it is communicated and the way the received is allowed to process the message. Therefore, it is important to develop effective communication skills.

Step – 8

Ask participants to brainstorm on the effect of such barriers:

- The communication may remain incomplete.
- The intended results will not be achieved.
- A ‘communication gap’ emerges due to the different perception that the (intended meaning of the communication) and the received (perceived meaning communication) have.

Step – 9

Explain the factors that influence the communication gap with the help of the Facilitator’s 18

Facilitator's Guide

The factors that cause the 'Communication Gap' are many. They include:

- Hierarchy (not able to question higher authority for clarification)
- Conflict of interest (eg. Personal interest versus the organizational interest)
- The level of motivation that one holds. (e.g. I do not care, things can wait)
- Difference in level of understanding. (The sender may talk from different levels. The Receiver may not be able to understand the level)
- Perception (e.g. whatever I say will be misunderstood)
- Psychological factor (e.g. fear of authority and power, anger about taking orders)
- Stress (e.g. stressed due to work/personal pressure and hence misunderstand the communication)

Step – 1

Ask participants to add any more factors from their personal experience especially related interpersonal communication with mother, father, elder/younger siblings, teachers, at work. Ask them to explain how do they resolve or bridge the gap?

Step – 11

Tell them, that it is important to identify the communication gaps and develop skills to bridge same. Refer to Facilitator's Guide

Facilitator's Guide

The following steps will help in reducing the communication gap:

- Plan ahead
- Involve others to contribute to planning
- Listen to the suggestions made by others
- Speak with purpose and be specific
- Justify your stand without upsetting others
- Have sense of humor
- Have empathy
- Do not underestimate the ability of others to contribute
- Do not be judgmental
- Do not underestimate the ability of others to contribute
- Observe the body language of others or the non-verbal communication

- Do transparent to inform others of the planned activities and get feedback
- Make modification in the plans to suit the need
- The words 'yes' and 'no' are very powerful. Learn to use them appropriately

1. Verbal and Non-Verbal Communication Skills

The difference between verbal and non-verbal communication. Ask them to the types of non-verbal communication. Add information from the Facilitator's

Facilitator's Guide

Non-Verbal Communication

Communication Involves:

Communication Talks and other listens to be able to react. The conversation can be live, in the form of questions, a negotiation, and statements or open ended, instructions, etc. and the situation can be formal or informal. In relationships is usually informal. A speaker, to clear up misunderstanding of what is ask questions to gain information and may repeat in a different way what was said. Speech problems, too long sentences, mumbling, speaking hearing problems, listeners interrupting the speaker, loud external noises, proper communication.

Verbal Communication:

Language communicates a lot in the communication process. Non-verbal may communicate both appreciation and rejection. It can be in the body posture, a nod of head, smile, touch, frowning, tone of voice, pat on the making of the head to communicate disapproval, lifting of the eyebrows to show, speaking with others, not concentrating, playing with something in hand of focusing etc.

Only important to observe the non-verbal communication of others and how well they receive or reject the communication, but also use proper language to communicate effectively.

- Be loud and clear
- Use voice modulations
- Have sense of humour but make sure your humour does not hurt the feeling of others
- Listen carefully for comments, questions, feedback and suggestions and opinions
- Make eye contact with everyone in the receivers group
-

Ensure that you appreciate others through body language. React to what others say by nodding, smiling and generally showing you are listening.

3. Listening

During communication, one person talks and another person listens. The listener must give attention to all that is said, without interrupting the speaker and afterwards to react relevantly. Many people may listen, but not know what the full message is. Some people react to only half of what is said. There are people who listen “selectively”, who miss much of the message and only focus on points relevant to him or her.

Sometimes we do not listen to our friends and other people; sometimes they do not listen to us. In either situation, there will be a problem in communication and understanding.

How we would know if someone is not listening to us:

- a) Looks away
- b) Interrupts
- c) Looks at the watch
- d) Gets up to do something and returns
- e) Gives advice
- f) Talks to someone else
- g) Answers the phone
- h) Begins to do some work
- i) Does not stop doing work
- j) Says that she/he will be back in a minute and does not return
- k) Looks bored

Step – 2

Inform the participants that we will practice effective communication skills in the forth session on Life Skills.

Step – 3

End the session with the following message:

- **Communication is not complete just by sending/sharing/ instructing a message/ information needs to be received and the sender must get a feedback same.**

Adapted and Compiled from:

1. Choose a Future! Issues and Options for Adolescent Girls in India – Training (2003) – CEDPA, New Delhi

Adapted and Compiled from:

1. Choose a Future! Issues and Options for Adolescent Girls in India – Training Packs (2003) – CEDPA, New Delhi
2. Facilitator's Handbook for Training of Trainers – School AIDS Education Programme NACO and UNICEF
3. Facilitator's Manual for Training of Peer Educators (Draft - 2006) – Ministry of Youth Affairs and sports, Government of India.

MODULE VI

LIAISON, CO-ORDINATION AND ENVIRONMENT BUILDING

Session one	
Liaison, Co-ordination and Environment Building	105 mins

Objectives	<p>On the successful completion of the session, participants will be able to:</p> <ol style="list-style-type: none"> 1. Liaise with various functionaries/institutions like NSS regional centre, state liaison cell, Universities and colleges 2. Coordinate with governmental and non-governmental agencies community based organizations, UN agencies, district and local administrations for proper implementation of NSS programmes 3. Create a conducive environment for effective implementation of programmes at various levels (college/institution level, adopted village/slum level)
Materials	Charts, Marker Pens, OHP/LCD Projector

Activity No.	Topic	Methodology	Duration
Activity 1	Meaning and importance of Liaison and Co-ordination	Brainstorming & discussion	30 mins
Activity 2	Specificities of Liaison and co-ordination with reference to relevant projects	Presentation & experience sharing	45 mins
Activity 3	Environment Building	Brainstorming & discussion	30 mins

Activity 1- meaning and importance of Liaison and co-ordination

Step-1:

Impress participants to strengthen NSS activities with proper liaison and co-ordination

Step-2:

Explain the meaning and importance of liaison and co-ordination with the help of the information given in facilitator's Guide

Facilitator's Guide

Liaison

Liaison is a process where two or more people/organizations work together towards a common goal by sharing knowledge, skills, learning and building consensus. In this process organizations/people may not lose their identity and values. Open communication means is an important component for Liaison. It is also called as dynamic partnership. Organizations which have relevant information and expertise will provide the same to their partners on a mutually agreed principle.

Coordination

Co-ordination is a dynamic social/business process by which physical assets, financial needs and intangible assets are created. A person/organization who/which coordinates will create new modes of work; creates a movement or campaign with successive completion points to achieve some targets. Before getting into action the coordinator decides the means and responsibilities of various players for common action. At the field level, the NSS project officer would coordinate with panchayat presidents, village health, rural development, women and children development, primary education and elimination of social evils. Merger of identity, pooling of resources, triangulation of methods, internal corrections and sense of achievement are very important for successful coordination efforts.

Activity2-Specificities of Liaison and Co-ordination with reference to relevant projects

Step-1:

Make a presentation on Specificities of Liaison and co-ordination with reference to relevant projects with the help of the information given in facilitator's guide

Facilitator's guide

Specificities of Liaison and co-ordination with reference to relevant projects

- Well before the regular activities and special camping programme the project based on the need of the community and current theme are to be worked out.
- The projects are to be taken up in consultation with the Head of the institution and local leadership of the adopted area.
- Co-ordinate with the representatives of the departments like health and family welfare, rural development, Panchayati Raj institution, agriculture and horticulture, animal husbandry, forest and environment khadi and village industries, archaeology,

non-conventional energy, disaster management cell, district administrations, etc. for effective implementation of the service projects.

- Involve corporate sector, civil society organizations, NGO's and agencies for Programmes/activities on population education, health, and environmental sanitation, adolescent/youth reproductive health development, HIV/AIDS, gender issues, Blood donation etc.
- Seek support of print and electronic media for wide coverage of activities and documentation.

Step-2:

Inform participant to co-ordinate with the various Government and non-organisations for optimum utilization of assistance and resources.

Activity 3- Environment Building

Step-1:

Brief participant about the need for environment building at college/institutions levels for effective implementation of NSS programmes

Step-2:

Ask participants to brainstorm on the various dimensions of creating a conducive reach the target of NSS activities. Explain the concept of environment building the information given in facilitator's Guide. Tell them that through the personality like positive attitude, honesty, commitment and dedication, management hearing, maintain a good rapport with local leaders and the college/institutions environment can be created to implement the NSS programme.

Refer facilitator

Facilitator's Guide

Environment is the surrounding that includes natural, physical, social, political and cultural dimensions. It provides and poses opportunities an understanding the dynamics of environment and building up conducive environment the way to success. Environmental analysis and environmental diagnosing process of making strategies and decisions.

Environment in a college or institution has internal and external factors environment includes management, policies, infra-structure facilities, campus human resources, ethos, values and

attitudes. External environmental community around, its socio-economic status, cultural practices, university and government, policies, etc. Bringing forth desirable changes in the environmental building.

Assessing and analysing the environment-internal and external, will help the POs, to design programmes, building up a conducive environment as a change agent and have success.

Some examples for environment building in the college campus

1. Principal/Programme officer can address the students/fresher on NSS during assembly/Prayer session etc.
2. Issued of notices, display of posters, banners, etc. on NSS
3. Senior volunteers may interact with the juniors.
4. Supply of NSS forms with full information along with application for admission.
5. Exhibition, sharing of success stories and achievements.
6. Involvement of NSS volunteers to assist new comers during admission.

Step-3:

Ask participants to share their experiences / success stories where they have been able to develop a conducive environment.

Step – 4:

Discuss the barriers in the creation and sustainability of a conducive environment.

MODULE VII

SOCIAL HARMONY AND SOCIAL DEVELOPMENT

195 mins

Objectives:

- On the successful completion of the sessions the participants will develop
- The capacity to mobilize programme from different agencies with special reference Governments Twenty Point Programme (TPP)
- An idea of the new thrust areas to meet the needs and problems of the community
- Understand the concept and meaning of social harmony
- List out the challenge for maintaining Social Harmony
- Materials: Flipchart, Marker pens, OHP/LCD Projector

Activity No.	Topic	Methodology	Duration
Activity 1	Meaning and Importance of Social Harmony	Brainstorming, Explanation	30 min
Activity 2	Challenges for maintaining social harmony and national unity	Brainstorming, collage making, discussion	60 min
Activity 3	Exploration of new initiatives and thrust areas	Brainstorming & Discussion	30 min
Activity 4	Possibilities of NSS intervention in social development programme	Brainstorming, Group discussion	30 min
Activity 5	Role of NSS in implementation of TPP	Presentation & Experience sharing	45 min

Activity 1 – Meaning and Importance of Social Harmony

Step – 1

Ask participants what they understand by the term social harmony. Also discuss the importance of social harmony. Add information from the Facilitator's guide

Facilitators Guide

Social harmony is an integrative value in a global, information society, which unites in itself love, peace, justice, freedom, equality, brotherhood, cooperation, non-violence, tolerance, humanism and other universal values and priorities children

Social harmony creates a harmonious peace, beyond wars, terror and poverty, harmonious peace(social harmony) begins with harmony of genders (mothers and fathers) and generations (parents and children) and continues in the population with harmony of sphere classes through harmonious partnership

An order of social harmony is constructed on the value of social harmony and priority of children, their parents and caregivers which creates a sustainable balance of social groups and ethnicities. This order is created by appropriate actors and institutes which overcome the social origins of wars, terrorism and poverty. An order of social harmony can arise in an information society and gradually remove the social disharmony produced in industrial societies. Post-industrial society can strengthen harmonious peace through the creation of information technologies to discover and new legal institutes to legitimize the innately peace loving priorities of children, parents and caregivers

The order of social harmony (harmonious peace) is a new, qualitative step in the development of civilization. It is an alternative to a global order of disharmony (traditional peace) of industrial society, constructed on priorities of money and power, which generate wars, terror and poverty. Disharmony of modern society has put it on the verge of self-destruction in wars, in weapons of mass destruction, in nuclear proliferation in terrorism, in clash of civilizations, in the destruction of family and the environment, in the poverty of five of our six billion human beings in the poverty, discrimination and neglect of children. (By definition of the UN special session on childhood May 2002) who are our future. Only a new culture of peace can prioritize children, parents and caregivers, and be capable of overcoming this self-destruction.

The creation of a new culture of peace, on a foundation of social harmony, to prevent wars, terror, poverty and self-destruction, is impossible without this vast, peace-loving potential, which is not claimed until now.

Source/Adapted from: <http://www.peaceharmony.org/?cat=en> m

Step – 2

Explain the objectives and the contents highlighting the responsibility placed on youth for maintaining social harmony and national unity in the *National Youth Policy 2003*. Refer Facilitator's guide

Facilitators Guide
<p>In the National Youth Policy 2003. GOI has given a direction to the youth of the country to address the issue of communal harmony and national unity. The basic objectives of the policy are:</p> <p>To instill in the youth at large an abiding awareness of and adherence to the secular principles and values enshrined in the Constitutions of India, with unswerving commitment to patriotism, national security, national integration, non-violence and social justice</p> <p>To promote awareness amongst the youth about Indian history and heritage, arts and culture; to create an international perspective in the youth and to involve them in promoting peace, understanding for the establishment of a just global economic order.</p> <p>Thrust area of the policy are that of ensuring equality of opportunity and respect for human and fundamental rights without distinction of race, caste, creed, sex, language, religion or region among youth of the country</p> <p>The NYP proclaims that all the youth development agencies including government and non-governmental outfits should work and involve youth for the activities to preserve communal harmony and national unity.</p> <p>The programme and project suitable to promote peace, harmony and unity have to be taken up</p> <p>National Youth Policy underlines the responsibility of the Youth:</p> <p>Youth should uphold the unity and integrity of the nation; maintain peace and harmony; observe fundamental duties and respect the fundamental rights and freedom guaranteed under the constitution to all section of the people</p> <p>To respect others faith and beliefs in the religious, cultural and social spheres and to different schools of thought and neither to exploit nor be instrumental in the exploitation of fellow citizens and other persons, especially women;</p>

To promote appropriate standards of ethical conduct in individual and social life; to maintain honesty and integrity of character and be committed to fight against all forms of corruption, social evils and practices.

Activity – 2 Challenges for maintaining social harmony and national unity

Step – 1

Divide the participants into groups and ask them to prepare collage on social harmony and national unity from the old magazines, newspaper etc. list down the challenges for maintaining social harmony and national unity. Distribute flipcharts, scissors, gum, permanent markers, old magazines and newspapers to each group.

Step – 2

Invite the group to make their presentations with the help of collage and then paste it on the wall

Step – 3

Sum up the session with the help of information given in Facilitator's Guide

Facilitators Guide

Challenges for maintaining social harmony and national unity

- Differentiation and multiplication of interests
- Lack of change in the rigid religious system
- Defective functioning of political systems
- Inadequate means of social control
- Lack of integration of institutions
- Illiteracy/literacy
- Poverty
- Terrorism
- Gender/Caste/Religion/Class/Language-Discrimination
- Unemployment
- Population explosion
- Corruption
- Access to Technology
- Lack of good governance and lack of dedicated leadership

- Lack of guidance and counselling
- Migration
- Refugees

Activity 3: Exploration of New Initiatives and Thrust Areas

Step – 1

Ask participant to explore new thrust areas where the NSS can intervene. Refer to Facilitate Guide

Facilitators Guide
<p>Exploration of new initiatives and thrust areas</p> <ul style="list-style-type: none"> a) Disaster management b) Global warming c) Female feticide d) Old age problems e) Social securities f) Preservation of endangered species g) Food, fun and fund raising h) Village corporate governance i) Right to information j) Career guidance and counselling k) Interface between civil society and NSS l) Voluntarism m) Social harmony and National unity n) Youth at risk o) Youth in conflict with law <p>Activity 4: Possibilities of NSS intervention in social development programme</p> <p>Step – 1</p> <p>Give brief idea on social development programme where the NSS programme are collaborated with</p>

Step – 2

Divide the participants into six groups and assign one topic each for discussion as per relevance

- Social Forestry
- Health & Nutrition
- Literacy/Education
- Women & Child development
- Watershed management
- Adolescent/Youth Health and Development
- Legal literacy
- Consumer rights
- Non-conventional energy
- Human rights
- Entrepreneurship

Step – 3

Invite group to make their presentations

Step – 4

Consolidate the outcome of the discussions keeping in view linking the NSS activities

Activity 5: Role of NSS in Implementation of TPP

Step - 1

Discuss the relevance of TPP with a special emphasis on the articles training to NSS.

Refer to Facilitator's Guide

Facilitators Guide

TWENTY POINT PROGRAMME – 2006

The restructured TPP 2006 has been approved by the cabinet. The monitoring mechanism will be operationalized w.e.f 1st April 2007. The list of 20 points of TPP 2006 is as under

List of 20 points

1. Poverty eradication
2. Power to people
3. Support to farmers
4. Labor welfare
5. Food security
6. Housing for all
7. Clean drinking water
8. Health for all
9. Education for all
10. Welfare for SC, ST, Minorities and OBCs
11. Women welfare
12. Child welfare
13. Youth Development
14. Improvement of Slums
15. Environment protection and afforestation
16. Social security
17. Rural roads
18. Energization of rural area
19. Development of backward areas
20. IT enabled E-governance

MODULE VIII

BUDGETING, ACCOUNTING AND AUDITING

105 mins

Session One - Budgeting, Accounting and Auditing

Objectives

On successful completion of the session, participants will be well aware of NSS budget at unit level, utilization of grants and preparation of accounts and audit procedures

Activity No.	Topic	Methodology	Duration
1	Budgeting	Presentation	30 min
2	Accounting	Presentation	45 min
3	Auditing	Presentation	30 min

Activity 1 – Budgeting

Step – 1

Explain the details of Budget and utilization of funds with the help of information given in the annexure I. Also refer to page nos. 115-117 of NSS manual 2006

Activity 2 – Accounting

Step – 1

Explaining accounting pattern with the help of information given in Facilitator's Guide. Also clarify how to maintain and write cash book and ledger & other relevant book of accounts

Facilitator's Guide

Accounting

Open Separate savings bank account for NSS

The account should be maintained by the Principal/ Head and Programme Officer

Maintain cash book, ledger, vouchers, cheque book, Cheque issue register, stock register and any other relevant documents

Activity 3 – Auditing

Step – 1

Explain auditing of the accounts with the help of the information given in Facilitator's Guide 30

Facilitator's Guide
<p>Auditing</p> <p>Accounts are liable for inspection and audit</p> <p>The records and accounts to be produced before the CA or local fund authorities for inspection and audit</p> <p>Audit should be done every year and the audited statement together with UC should be submitted to the Programme Coordinator in time</p> <p>Accounts should be made available before the officials of NSS RC, State NSS Cell and concerned University/Directorate of inspection</p>

MODULE IX

ADVISORY COMMITTEES & FUNCTIONS

Session One	
Advisory Committees & Functions	60 min

Objectives

On successful completion of the session, participants will be able to understand the constitution and functions of

1. State level advisory committee
2. University/Directorate level Advisory Committee
3. Institutional level advisory committee

Materials: Flipcharts, Markers, OHP/LCD projector

Activity	Topic	Methodology	Duration
1	Constitution & function of State level advisory committee	Presentation / Discussion	20 min
2	Constitution & function of University/Directorate level Advisory Committee	Presentation / Discussion	20 min
3	Constitution & function of Institutional level advisory committee	Presentation / Discussion	20 min

Activity 1 - Constitution & function of State level advisory committee

Step – 1

Tell the participant that advisory committee of NSS are the apex bodies in the implementation of various NSS activities. Add information from the Facilitator's Guide.

Facilitators Guide
<p>The advisory committee approves allocation of volunteer's strength, action plan including innovative projects as per local needs and the thrust area, budget, expenditure etc. It facilitates</p> <p>Inter-departmental co-operation and coordination. It reviews the programme implementation</p>

and suggests measures for removing bottle necks and dropping of audit para

The advisory committee should consider the proposals presented in consonance with the administrative and policy directives prescribed by the GOI. No administrative and financial changes can be made by the Advisory Committee

Step – 2

Explain constitution and functions of State level advisory committee. Refer Facilitator's Guide

Facilitators Guide

Composition of the State Advisory Committee

- a) Minister of the Education/Youth service in the State Chairperson
- b) Chief Secretary Member
- c) Vice chancellor of all the universities and head of +2 councils In the state opening NSS programme Members
- d) Secretaries, Head of education, Youth services and Related departments including rural development/ Panchayati Raj, Public relations and mass media etc Member
- e) Head of the NSS RC of GOI Member
- f) Relief commissioner Member
- g) TOC/TORC co-ordinator Member
- h) Two representatives from Voluntary organisation engaged in Development work in general and youth work in particular Whom the state Govt. finds appropriate Members
- i) The programme advisor, NSS, representative of the Ministry of Youth affairs and sports GOI may attend such meeting as special invitee
- j) The programme co-ordinator may attend the programme as special invitees
- k) The State liaison officer, NSS Member Secretary

II. State advisory committee

The state government are expected to constitute the State NSS Advisory Committee in the respective states. The committee will consider the following matters:

- a) All important matters relating to the development of the NSS programme in the state
- b) Allocation of NSS volunteers strength to Universities and +2 councils
- c) Approval of the NSS budget for the state/UT
- d) Selection of colleges and +2 schools for covering NSS programmes
- e) Securing assistance and coordination of different development departments and government and non-government agencies
- f) Allocations of grants to universities to +2 councils
- g) Coordination, review and evaluation of the programme at state level

III. Frequency of the meeting

The state advisory committee should meet at least twice a year. The first meeting should be held during in the month of April/May and the second meeting in the month of November/December.

Activity 2 - Constitution & function of University/Directorate level Advisory Committee

Step – 1

Explain constitution and functions of university/Directorate level Advisory committee. Refer Facilitator's Guide

Facilitators Guide

Composition of University/Directorate level Advisory Committee

- a) Vice chancellor/Director Chairperson
- b) Commissioner of administrative division or his/her representative Member
- c) Registrar Member
- d) Secretary/Director of Education/Youth Services Member
- e) Head of the concerned NSS RC Member
- f) ORC coordinator Member
- g) Three faculty Members
- h) Four principals of colleges Members
- i) One or two student representatives Members

- j) One or two programme officers Members
- k) State liaison officer, NSS Member
- l) Five representatives from concerned Govt/Non Govt organizations involved in youth programme/ social work/rural development work at divisional/ district level (Like NYK, Scouts & Guides, NCC, NGOs etc.) Member
- m) Finance officer Member
- n) Programme coordinator, NSS Member Secretary

Functions

The NSS advisory committee at university/directorate level will be an apex body as far as implementation of NSS at University level is concerned. The programme coordinator will approach the university advisory committee for approval of NSS budget, covering NSS activities and establishment expenditure of NSS Cell and also programme activities to be taken during the year

Frequency of meetings

The University/Directorate level advisory committee should meet at least twice a year. The first meeting should be held during the month of May/June and the second meeting in the month of November/December

Composition of Advisory Committee at +2 level

- a) Director of Education (in charge of +2) level – Chairperson
- b) Head of NSS RC – Member
- c) State liaison officer, NSS – Member
- d) Coordinator (training) TORC/TOC – Member
- e) Two principals from the schools covered under NSS – Member
- f) Two programme officers whose record in national service has been excellent – Member
- g) Three officers of District, State/Department, administration who are helpful to NSS for taking up projects in the field of community service - Member
- h) Three district educational officers of school – Members
- i) Three outstanding persons of voluntary organisations

who are working in the field of community and social service – Member

j) Programme coordinator at +2 level – Member secretary

Functions

The advisory committee at +2 level will be an apex body as far as implementation of NSS at +2 level is concerned. The programme coordinator will approach the +2 level advisory committee for approval of NSS budget, covering NSS activities and establishment expenditure of NSS cell and also programme/activities and establishment expenditure of NSS Cell and also programme/ activities to be undertaken sharing the year.

Frequency of meetings

The +2 level advisory committee should meet at least twice a year. The first meeting should be held during the month of May/June and the second meeting in the month of November/December.

Activity 3 - Constitution & function of Institutional level advisory committee

Step – 1

Explain constitution and functions of Institutional level advisory committee. Refer Facilitator's Guide

Facilitators Guide

Composition of College/+2 School Advisory Committee

- a) Principal – Chairperson
- b) One representative of the development department – Members
- c) One representative from the adopted village/slum/welfare society – Member
- d) One representative of the development department – Member
- e) Two NSS student leaders – Members
- f) Programme Officer, NSS – Member secretary

Functions & Frequency of the meetings

College/+2 school advisory committee should meet at least four times during a year the aim of holding periodical meetings is to monitor the development of NSS programme in the institution and promote a sense of participation among the members of the staff, public and students for community work

MODULE X

PLANNING AND REVIEW OF NSS ACTIVITIES AT THE UNIT LEVEL

60 min

Session One	
Planning and review of Unit level activities	60 min.

Objectives

On successful completion the session, participants will be able to

1. Plan and implement the NSS activities effectively
2. Select appropriate projects for regular activities and special campaign
3. Review NSS activities undertaken at the adopted village/slums

Materials: Flipchart, Marker pens, OHP/LCD projector

Activity	Topic	Methodology	Duration
1	Regular activities and special camping	Brainstorming, discussion, presentation & interaction	60 min

Activity 1 – Regular activities and special camping

Step – 1

Explain the objectives of NSS, regular and special camping activities and emphasize on the need for project planning at the state, university/Directorate and Institutional levels

Step – 2

Ask participants to mention various regular activities that can be conducted by the NSS units

Step – 3

Discuss different activities and mention the important national and international days to be observed under regular activities. Also brief the participants under the duration and location, and the number of volunteers to be present during the regular activities. Refer Facilitator's

Facilitator's Guide

Regular activities of NSS

- Conduct 20 hours of orientation on NSS for new volunteers
- Activities like blood donation, tree plantation, sanitary drive, awareness campaign on health and social issues (child marriage, dowry, gender issue. Female foeticide), anti-tobacco, substance abuse, sports, yoga, HIV/AIDS an adolescent health and development, water literacy, national integration an social harmony, pulse polio immunization, disaster management etc. can be undertaken
- Regular activities be well planned in advance by identifying the needs an visiting the area
- Regular activities can be undertaken in collaboration with different agencies
- Ensure wide publicity of the activities through print and electronic media

No of volunteers in regular activities – 100 (100% of the total NSS volunteer strength)

Duration of the regular activities – A volunteer must undergo 120 hours of regular activities, including 20 hours of orientation per year, at least 240 hours in 2 years

Day camps (8 hours duration) may be organized depending upon the project

Location of the regular activities – NSS regular activities can be organized adopted villages, slums, colleges/institutional campus, community places etc.

Important days:

12th January – National Youth Day

26th January – Republic Day

30th January – Martyrs Day

8th March – International Women's Day

7th April – World Health Day

21st May – Anti-Terrorism Day

31st May – World No Tobacco Day

5th June – World Environment Day

11th July – World Population Day

15th August – Independence Day

20th August – Sadhbhavana Diwas

8th September – International Literacy Day
 15th September – International Peace Day
 24th September – NSS Day
 1st October – National Blood Donation Day
 2nd October – Gandhi Jayanthi/ Communal harmony day
 19th November – National Integration Day
 1st December – World AIDS Day
 10th December – World Human Rights Day

Weeks

12-19 January – National Youth Week
 1-7 July – Van Mahotsava Week
 8-14 July – International Literacy Week
 19-25 November – Quami Ekta Week

Step – 2

Ask the participants about the activities to be organized based on the theme of special camping needs of the community. Discuss about the successful implementation of community according during the special camp. Also brief participants about number of volunteers to be participated during the camp, duration and the location of the special camp. Refer Facilitator's Guide

Facilitator's Guide

Special camping – planning

- Special camp should be planned by the volunteers and program officers in consultation with the local community of adopted areas
- Identify the needs and the problems of the adopted areas by survey and discussion with community
- Identify appropriate project for the adopted areas based on the theme for the special camping
- Concerned agencies should be contacted well in advance before the camp and explore the available resources
- Program officers will make necessary arrangements for boarding and lodging arrangements for the volunteers during the camp

- Arrange tools and equipment required for the projects in the camp
- Care must be taken to see the necessary facilities are available for girl volunteers to maintain their privacy and meet their needs
- Volunteers should be well oriented about the projects and divided into different groups with responsibilities
- Ensure the local participation for successful completion of the project during the camp
- Morning assembly, yoga, shramdan, lectures and discussions on different social and development issues, cultural evenings etc. must be organized during the special camp
- A visitors register and a daily activity register should be maintained at the camp site
- First aid box be available at the camp site
- A common mobile/phone number may be given for volunteers emergency use

No of volunteers in special camp – 50 (50% of the total NSS volunteer strength 10% of the campus should be local student/non – student youth)

Duration of the special camp – 10 days at a stretch

Location of the Special camp – Adopted village/slum within 8 kms radius of the institution

Pre-camping information – Program officer must ensure that information on location, dates, activities to be undertaken etc. reach the program coordinator, local authorities well in advance

Suggestive list of activities during regular as well as special camping

The aim of the regular and special camping program 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 10 days, and experience the conditions and problems of the people. Although the focus of the special camps change periodically and regular programs are organized in response to the community needs at the micro level, some broad areas of activities are enumerated below:

1. Environment Enrichment and conservation: Whereas the main theme for the special camping program and it would be “Youth for sustainable development” activities aimed at environment and enrichment would be organized under the sub theme of “Youth for better Environment”. The activities under the sub theme would inter-alia,

include:

- Plantation of trees, their preservation and upkeep (each NSS unit should plant and protect at least 1000 saplings)
- Creation of NSS parks/gardens, Tarun Triveni Vanas
- Construction & maintenance of village streets, drains etc. so as to keep the environment clean
- Construction of sanitary – 1 - artiness etc.
- Cleaning of village ponds and wells
- Popularization and construction of Gobar gas plant, use of non – conventional energy
- Environmental sanitation and disposal of garbage & composting
- Prevention of soil erosion and work for soil conservation
- Watershed management and wasteland development
- Preservation and upkeep of monuments and creation of consciousness about the preservation of cultural heritage among the community

2. Health, Family Welfare and Nutrition program

- Program of mass nutrition
- Working with people in nutrition program with the help of home science and medical college students
- Provision of safe and clean drinking water
- Integrated child development programs
- Health education, AIDS awareness and preliminary health care
- Population education and family welfare program
- Life skill education centers and counselling centers

3. Programs aimed at creating an awareness for improvement of the status of women;

These may, inter-alia include:

- Programs of educating people and making them aware of women's rights both constitutional and legal;
- Creating consciousness among the women that they too contribute to economic and social well-being for the community;
- Creating awareness among the women that there is no occupation or vocation which is not open to them provided they acquire the requisite skills; and
- Imparting training to women in sewing, embroidery, knitting and other skills

wherever possible

4. Social service programs

Depending on the local needs and priorities, the following activities/programs may be undertaken.

- Work in hospital, for example, serving as ward visitors to cheer the patients, helps the patients, arranging occupational or hobby activities for long-term patients, Guidance service for out-door-patients including guiding visitors about hospitals procedures, letter writing and reading for the patients admitted in the hospital; follow-up of patients admitted in the hospital; follow up of the patients discharged from hospital by making home visits and places of work, assistance in running dispensaries etc.
- Work with organizational of child welfare
- Work in institution meant for physically and mentally handicapped;
- Organizing blood donation, eye-pledge programs
- Work in Cheshire homes, orphanages, homes for the aged, etc.
- Work in welfare organization of women
- Prevention of slums through social education and community action

5. Production oriented programs

- Working with people and explaining and teaching improved agricultural practices
- Rodent control and pest control practices
- Weed control
- Soil-testing, soil health care and soil conservation
- Assistance in repair of agricultural machinery
- Work for the promotion and strengthening of cooperative societies in villages
- Assistance and guidance in poultry farming, animal husbandry, care of animal health etc.
- popularization of small savings and
- assistance in procuring bank loans

6. Relief & rehabilitation work during natural calamities:

These program 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 programs 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:

- Assisting the authorities in distributions of rations, medicine, clothes etc.
- Assisting the health authorities in inoculation and immunization, supply of medicine, etc.
- Working with the local people in reconstruction of their huts, cleaning of wells, building roads, etc.
- Assisting and working with local authorities in relief and rescue operation
- Collection of clothes and other materials, and sending the same to the affected areas

7. Education and recreations

Activities in this field could include

- Adult education (short duration programs)
- Pre-school education program
- Programs of continuing education for school drop-outs remedial coaching for students from weaker sections
- Work in creches
- Participatory in cultural and recreation programs for the community including the use of mass media for instruction and re-creation, programs for community singing, dancing etc.
- Organization of youth clubs, rural and indigenous sports in collaboration with NYKS
- Programs including discussions or eradication of social evils like communalism, casteism, regionalism, untouchability, drug abuse etc.
- Non-formal education for rural youth and
- Legal literacy, consumer awareness

MODULE XI

REPORTS, RECORDS, REGISTERS, DOCUMENTATION AND PUBLICATIONS

110 min

Session One	
Reports	45 min

Objectives:

On successful completion of the session, participants will be able to:

1. Understand how to prepare the periodical reports
2. Know the deadline for submission of such reports and to whom

Materials: Flipchart, marker pens, OHP/LCD projector.

Activity	Topic	Methodology	Duration
1	Preparation of reports <ol style="list-style-type: none">1. Monthly2. Quarterly3. Half yearly4. Annual	Presentation/ Interaction Group Activity	30 min
2	Periodicity & to whom to be submitted	Presentation	5 min
3	Importance of the reports	Presentation/ interaction	10 min

Activity 1 - Preparation of reports (Monthly, Quarterly, Half yearly & Annual)

Step – 1

Explain participants about different reporting systems being followed and prescribed formats

Step – 2

Guide them to prepare reports incorporating all activities and related data, action photos, and clippings

Step – 3

Ask participants to prepare sample reports

Activity 2 – Periodicity & to who to be submitted

Step – 1

Inform participants about the deadlines prescribed for submission of the reports

Step – 2

Inform participants to whom the periodical reports to be submitted

Activity 3 – Importance of reports

Step – 1

Tell participants the importance of timely submission of reports and the consequence of non-submission of report. Refer Facilitator's Guide

Facilitator's Guide
<p>The reporting system is aimed to provide necessary feedback about the program implementation to the head of the administration. This feedback enables the head of the administration to keep a watch over the performance and ensure necessary remedial action to achieve the targets. The program coordinator should make available the prescribed formats to the NSS units concerned.</p> <p>The NSS unit at Institutional level submit Monthly, Quarterly, half yearly and Annual reports to the program coordinator to the university/directorate concerned. These reports should reach the program coordinator in time. The program coordinator in turn compiles the data and prepares a consolidated report for submission to state cell and NSS regional center concerned. The facilitator should highlight the difficulties faced at different levels especially in getting due grant released. As the data in the field level with regard to utilization of funds already released and achievement of the program are important for further release of grants.</p> <p>Suggest participants to create exclusive page for NSS in the institutions website.</p>

Session Two	
Records and Registers	35 min

Objectives:

On successful completion of the session participants will be able to;

1. Understand the details of different NSS records and registers
2. Maintain relevant NSS records and registers

Materials: Flipchart, marker pens, OHP/LCD projector.

Activity	Topic	Methodology	Duration
1	Details of NSS records and registers	Presentation/ Interaction & group activity	20 min
2	Maintenance of records and registers with up to date posting	Presentation	15 min

Activity 1 – Details of NSS records and registers

Step – 1

Inform participants about various records and registers relating to enrolment, project, advisory committee, attendance, stock, work diary of PO and volunteer, visitor's book, blood donor's directory etc. (Refer to NSS manual – 2006, Page 75)

Step – 2

Ask participants to prepare the model records and registers

Activity 2 – Maintenance of records and registers with up to date posting

Step – 1

Tell participants about the maintenance of records and registers and updating them with relevant data. These reports and registers are also auditable and properly handed over the new program officer whenever there is change. Refer Facilitator's Guide

Facilitator's Guide

NSS program is financed by the public funds. Therefore, NSS units should maintain necessary records and registers as per prescribed norms and these are open for inspection and audit. For example, the particulars and profile of the volunteers enrolled in NSS should be maintained in the enrolment register. This register will have information about name, sex, class, economy, blood group, telephone number, their interest and experience in NSS and other activities. For details about other registers Refer to NSS manual 2006, pages 75 & 76

Session Three	
Documentation and Publications	30 min

Objectives:

On successful completion of session the participants will be able to;

1. Understand to document different activities conducted under NSS
2. Prepare and publish success stories and case studies

Materials: Flipchart, marker pens, OHP/LCD projector.

Activity	Topic	Methodology	Duration
1	Documentation of NSS activities	Presentation/ Interaction Group activity	15 min
2	Publication of NSS bulletins/newsletter, Success stories and case studies	Presentation/ Interaction Group activity	10 min

Activity 1 – Documentation of NSS activities

Step – 1

Apprise participants on the importance of documentation of NSS activities. These documents are essential to support nominations for various awards and also facilitate to review performance

Step – 2

Ask participants to prepare a model document on any NSS activity of their choice

Activity 2 – Publication of NSS documents

Step – 1

Tell participants about the importance of publishing the various NSS activities in the form of periodical NSS newsletter/bulletin etc. which will be of much use to the NSS functionaries. Refer Facilitator's Guide

Facilitator's Guide
Many institutions are carrying out innovative and creative activities under NSS. But, due attention is not being given to provide necessary publicity for the programs. Therefore efforts should be taken to give wide publicity of various programs and activities through print and electronic media. The publication in the form of periodical newsletter/bulletin and its circulation among NSS functionaries facilitate dissemination of information. These publications form documentary evidence for various nominations, incentives, awards, etc.

MODULE XII

ACTION PLAN AND CALENDAR

60 minutes

Session One	
Guidelines for preparing action plan and calendar at various levels	60 min.

Objectives:	<p>On successful completion of the session participants will be able to design and develop:</p> <ol style="list-style-type: none"> 1. Regular activities to be carried out for 120 hours. 2. Program for 10 day special camp
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Materials: OHP/LCD Projector, Flipchart, Marker pens

Activity No.	Topic	Methodology	Duration
Activity 1	Regular activities	Group discussion	30 min
Activity 2	Special camping	Group discussion	30 min

Activity – 1 – Regular activity

Step – 1

Divide participants into five groups and ask them to prepare an annual action plan for a unit for 120 hours of regular activities (including 20 hours of orientation and observance of national and international days)

Step – 2

Invite the groups to make their presentations one by one and initiate a discussion on the project relevant to NSS. Refer Facilitator's Guide

Facilitator's Guide		
Sl. No	Period	Activity to be undertaken
1	June – July	<ul style="list-style-type: none"> • Environment building • Enrolment of volunteers
2	July – August	<ul style="list-style-type: none"> • Advisory committee meeting • Orientation of NSS volunteers • Celebration of Independence Day • Sadbhawana week-poster, slogan, song, competition • Workshop on leadership & personality development

		<ul style="list-style-type: none"> • Life skills education program
3	August – September	<ul style="list-style-type: none"> • Planning of special camp, visits to adopted village/projects/NGO's etc. For environmental building • Tree plantation
4	September – October	<ul style="list-style-type: none"> • Advisory committee meeting • NSS day celebration • Blood donation campaign • Gandhi Jayanthi Celebration • Selection of volunteers for national, state level camps, republic day parade camp etc.
5	October – November	<ul style="list-style-type: none"> • Preparation and organizing camps • Advisory committee meeting
6	December	<ul style="list-style-type: none"> • AIDS awareness program • Organizing special camps
7	January	<ul style="list-style-type: none"> • Solo and group competition • Celebration of republic day
8	February	<ul style="list-style-type: none"> • Assessment and evaluation by getting feedback from parents, students and villagers
9	March	<ul style="list-style-type: none"> • Completion of accounts • Advisory committee meeting • Submission of NSS annual report • Preparation of documents
10	April – May	<ul style="list-style-type: none"> • Summer camps

NOTE: The above activities are only suggestive in nature. NSS program officers are free to include program to suit the local needs.

Activity 2 – Special camping programs

Step – 1

Explain participants about various preparations for special camping

Step – 2

Guide participants about pre camp orientation

Step – 3

Explain preparation of schedule of activities

Step – 4

Explain the methods of mobilizing resources

Step – 5

Tell them the methods of post camp evaluation.

Facilitator's Guide
<p>Ten days special camp is mandatory for every NSS volunteer to qualify for a certificate under NSS. It is organized generally in adopted village/slum during vacation. Successful camp depends on effective planning.</p> <p>The program officer should plan and design the activities in consultation with volunteers, village leaders and community based organizations (CBO) / Rural youth clubs/ Mahilas Mandals.</p> <p>A schedule of camp for all ten days from inauguration to valedictory must be prepared giving details with date and time. Daily itinerary should also be prepared. Guest and resource persons may be contacted well in advance and their participation should be confirmed.</p> <p>Necessary funds should be made available before the commencement of the camp. Good rapport should be established between volunteers and community.</p> <p>Pre camp orientation should be organized before the camp. Information about the camp should be given to all concerned authorities and necessary publicity should be given in the community.</p> <p>Arrangements for board & lodging and other logistics must be planned well in advance. Community participation be ensured in the camping activities.</p> <p>Home stay program may be organized wherever possible, in order to promote inter-faith, inter-community and inter-personal understanding.</p> <p>Post camp evaluation be arranged with all involved in the camp. Follow up activities of all projects undertaken during the camp be ensured to instill confidence in the community and sustainability.</p> <p>Participants may be divided into five groups and each may be assigned one topic and be asked to prepare a model. Wherever possible, role play may be used.</p>

MODULE XIII

MONITORING AND EVALUATION OF NSS ACTIVITIES

160 mins

Session One

Monitoring and Evaluation

160 min

Objectives	On successful completion of the session, participants will be able to: <ol style="list-style-type: none">1. Understand and distinguish between Monitoring and Evaluation (M&E).2. List importance and benefits of M&E3. State the conceptual framework of M&E4. State objectives and scope of evaluation.5. Fill up MIS formats
Materials	Flipcharts, marker pens, MIS Formats for NSS

Activity No.	Topic	Methodology	Duration
Activity 1	Introduction to M&E – difference and benefits	Suggestive – interactive talk, brainstorming, question-answer session, group discussion	30 min.
Activity 2	Framework for M&E	Brainstorming /discussion	20 min.
Activity 3	Objectives and scope of evaluation	Brainstorming/discussion	30 min.
Activity 4	MIS formats for NSS Programme Officers	Explanation	30 min.
Activity 5	Practical Exercise to fill MIS Formats	Group work, Presentation	50 min.

Activity 1 – Introduction to M&E – Difference & Benefits

Step – 1

Ask participants whether they are undertaking M&E in their programmes. Ask them to list the meaning of M&E and difference between monitoring and evaluation. Ask participants off ideas, write them on a flipchart. Divide the source into three columns, marking them “Monitoring, Evaluation and Difference”. Place the replies and ideas of the participants into of the three marked columns.

Step – 2

With the three columns labeled, facilitate a discussion on what is monitoring, what is evaluate and what is the difference between M&E? (Refer to Facilitator's Guide

Facilitator's Guide

Defining Monitoring:

What are we doing? Monitoring is the process through which the implementers of the project ensure that actual activities conform to the planned and intended ones. It is employed to make things happen in accordance with the plans, programme and timeframes initially specified. It is a systematic effort to compare performance with laid-down objectives and standards in order to determine whether progress is in line with them. It also envisages the taking of remedial measures, where slippages occur, the foreseeing of difficulties before they arise and making online corrections to keep the program on track.

Main features:

It is continuous process – an ongoing activity that begins with the programme and tracks each activity to its finish.

It is dynamic – in the sense that its processes and details evolve and change as the monitoring function gets under way.

It is forward looking – in as much as it seeks to anticipate problems and shortcomings

It is continuously corrective – in that it suggests remedial measures online to rectify defects and failures even as they occur.

It is both top-down and bottom-up – that is, it is driven both by initiatives from above and feedback from below.

It enforces clear thinking and constant alertness – this is because objectives and standards need to be clearly established and shortcomings perceived will need to be immediately addressed.

Evaluation:

What have we achieved? What impact have we had? Evaluation is the systematic process of collecting and analyzing information in order to determine whether and to what extent the objectives of a program or project have been, or are being achieved.

Evaluation is an essential component of the planning exercise. It gives a comparison between the real results and the expected outcomes of a training, plan, project or activity and is important for the success of any program. In evaluating trainees' progress, it would

be better to use simple language while making use of instruments such as questionnaire and interviews. Effective and sound evaluation is a prerequisite for improving the training/programme and planning for the future.

M&E should consistently be applied to problem solving within the ongoing programs and decision-making processes.

Difference between Monitoring and Evaluation

Monitoring means tracking the key elements of program/project performance on a regular basis (inputs, activities, results). In contrast, evaluation is the episodic assessment of the change in targeted results that can be attributed to the program/project intervention, or the analysis of inputs and activities to determine their contribution to results.

Step – 3

Ask participants to work with the person beside them to create a list of reasons for and benefits of conducting M&E activities. Give the pairs five to seven minutes to brainstorm before bringing their attention back to the full group. Ask them to share their work with the group, and write their responses on a flipchart for posting afterward.

Step – 4

Facilitate a discussion about the list among the entire group: What do others think of the list? Are there any uses/benefits missing from it? Would they like to challenge any of the uses on the list? Do any uses need further clarification? Does anyone have questions? Refer to Facilitator's Guide.

Facilitator's Guide

Benefits of Monitoring and Evaluation

Monitoring and Evaluation (M&E) helps programme implementers to:

Determine the extent to which the programme/Project is on track and to make any needed corrections accordingly;

Make informed decisions regarding operations management and service delivery;

Ensure the most effective and efficient use of resources; and

Evaluate the extent to which the programme/project is having or has had the desired impact.

The value of M&E is realized only through the USE of the M&E data. Collecting numbers – even the best numbers – or constructing the perfect indicators is useless unless data are reviewed and interpreted and then fed back into the decision-making process. M&E should consistently be applied to problem solving within the ongoing programme and decision-making processes.

Activity 2 – Framework for M&E

Step – 1

Tell the participants that effective M&E is based on a clear, logical pathway of results, in which results at one level are expected to flow towards results at the next level, leading to the achievement of the overall goal. If there are gaps in the logic, the pathway will not flow towards the required results. The major levels are:

Inputs Outputs Outcomes Impacts

Write these levels on a flipchart in four columns as mentioned above. Encourage the participants to come out with their points as to what they understand and mean about inputs, Outputs,

Ask participants whether they are undertaking M&E in their programmes. Ask them to list meaning of M&E and difference between monitoring and evaluation. Ask participants off ideas, write them on a flipchart. Divide the source into three columns, marking them “Monitoring, Evaluation and Difference”, Place the replies and ideas of the participants into of the three marked columns.

Step – 2

With the three columns labeled, facilitate a discussion on what is monitoring, what is evaluate and what is the difference between M&E? (Refer to Facilitator’s Guide)

Facilitator’s Guide

Defining Monitoring: what are we doing? Monitoring is the process through which the implementers of the project ensure that actual activities conform to the planned and intended ones. It is employed to make things happen in accordance with the plans, programme and timeframes initially specified. It is a systematic effort to compare performance with laid-down objectives and standards in order to determine whether progress is in line with them. It also envisages the taking of remedial measures. Where slippages occur, the foreseeing of difficulties before they arise and making online corrections to keep the program on track.

Main Features:

It is a continuous process – an ongoing activity that begins with the programme and tracks each activity to its finish.

It is dynamic – in the sense that its processes and details evolve and change as the monitoring function gets under way.\

It is forward looking – in as much as it seeks to anticipate problems and shortcomings.

It is continuously corrective – in that it suggests remedial measures online to rectify defects and failures even as they occur.

It is both top-down and bottom-up – that is, it is driven both by initiatives from above and feedback from below.

It enforces clear thinking and constant alertness – this is because objectives and standards need to be clearly established and shortcomings perceived will need to be immediately addressed.

Evaluation: What have we achieved? What impact have we had? Evaluation is the systematic process of collecting and analyzing information in order to determine whether and to what extent the objectives of a program or project have been, or are being achieved.

Evaluation is an essential component of the planning exercise. It gives a comparison between the real results and the expected outcomes of a training, plan, project or activity and is important for the success of any program. In evaluating trainees' progress, it would be better to use simple language while making use of instruments such as questionnaire and interviews. Effective and sound evaluation is a prerequisite for improving the training/program and planning for the future.

M&E should consistently be applied to problem solving within the ongoing programs and decision-making processes.

Difference between Monitoring and Evaluation

Monitoring means tracking the key elements of program/project performance on a regular basis (inputs, activities, results). In contrast, evaluation is the episodic assessment of the change in targeted results that can be attributed to the program/project intervention, or the analysis of inputs and activities to determine their contribution to results.

Step – 3

Ask participants to work with the person beside them to create a list of reasons for and benefits of conducting M&E activities. Give the pairs five to seven minutes to brainstorm before bringing their attention back to the full group. Ask them to share their work with the group, and write their responses on a flipchart for posting afterward.

Step – 4

Facilitate a discussion about the list among the entire group: What do others think of the list? Are there any uses/benefits missing from it? Would they like to challenge any of the uses on the list? Do any uses need further clarification? Does anyone have questions? Refer to Facilitator's Guide.

Facilitator's Guide

Major levels of the M&E Framework

Level	Description
Inputs	<p>The resources may be financial, human, stakeholders, technical, training, equipment, material and the time that we put into a project; so as to achieve outputs through activities. The stakeholders who may be donors, program participants, communities, or other groups provide these resources.</p> <p>For example, number of saplings available, manpower involved, number of pits dug etc.</p>
Outputs	<p>Activities or services we deliver for progressing towards achieving the expected outcome are time-bound. The processes associated with service delivery are very important. The key processes include quality, unit costs, access and coverage.</p> <p>For example, number of trees survived after a span of one year.</p>
Outcomes	<p>These are the results between output and impact. It would reflect the short to medium-term results, which can reasonably be expected; provided planned outputs are delivered, the assumption remains valid and the risks have not materialized. It also refers to the describable or measurable changes that occur in behavior, attitudes, commitment or socio-cultural values of groups, as well as legal, institutional and societal practices, as a consequence of achieving the expected outputs.</p> <p>For example, number of trees survived after a span of one year.</p>
Impacts	<p>It reflects the long-term results expected from the program.</p> <p>For example, change in water level, greenery, availability of fodder, economic value.</p>

Activity 3 – Objectives and Scope of Evaluation

Step – 1

Begin this step by informing the participants that evaluation is a time-bound exercise. It attempts to assess systematically and objectively the relevance, performance and success of ongoing and completed programs.

Evaluation is undertaken selectively to answer specific questions, to guide decision-makers and/or managers. It emphasizes analyzing factors that affected results (positive or

negative), on identifying lessons that can be learned and applied in the future. Evaluation is based on the objectives of the program.

Step – 2

Inform participants that the program Officer can initiate internal evaluation of regular activities and special camping.

Activity 4 – MIS formats for NSS Program Officers

Step – 1

Get the sets of MIS formats of NSS prepared in advance (as per the number of participants) and keep them ready for distribution amongst the participants. For ready reference a sample format has been given at **Annexure-----**for NSS trainees.

Step – 2

Explain that the formats have been developed in such a manner that the program Officer just needs to get them photocopied and the required data and information needs to be filled out. As an example, provide details pertaining to the **Program Officer MIS Format (Annexure II)** as given below.

Initiate this step by telling the participants that at the end of every academic year, the program Officer should gather the data and provide details as required in the prescribed formats. The data so collected/received should be compiled in the given proforma as a unit level evaluation report and submitted to the Program Coordinator.

This proforma contains a total of **28 Columns**. In the first line, already the name of Program of NSS viz. **Orientation Programmes, Regular Programmes, Special campus, Participation of Volunteers in Special Programmes and Programs organized in collaboration with other agencies** have been mentioned. Further, explain to the participants the components of the Regular Programs, Special Campus and Special Programs as follows.

Regular Programs such as Creation of Parks, Avenue Plantation, Cleaning of drains, Desilting of Ponds, Use of Non-conventional Energy Sources, Composting, Soil Conservation, Watershed Management, Preservation and Upkeep of Monuments, Preservation and Cultural Heritage, Provision of clean and Safe drinking Water, Population Education, ARSH, RCH, HIV/AIDS, Life Skills Education, Blood Donation Drive, Women Empowerment, Adolescent Development and Empowerment, Vocational Education and Training, Entrepreneurship Development, Self Help Groups, etc.

Special Campus are residential camps of 10-day duration. The camps can be for

Plantation, Blood Donation, Pulse Polio Immunization, Creating of Permanent Assets, HIV/AIDS Awareness Drives, ARSH, Adolescent Development and Empowerment, etc.

Special Programmes: These include National Integration Campus, National Youth Festival, Inter State Youth Exchange Program, National Programs, Republic Day Parade, Interdepartmental Programs, Universities talk AIDS (UTA), Adolescent Empowerment and Development Scheme of MYAS, and other programs and projects given by NSS for implementation from time to time.

Inform the participants that in the second row of the format they need to mention the name of the project or program taken up for undertaking a given program. Under column 1 given all total number of programs organized during a month. Further, in column 2 of the form mention the number of hours devoted for the activities under the program and in column 3 give the number of volunteers attended that activity. In column 4, the program Officer should mention to the point and in brief the activities taken up under the program.

The details under column 5, Issues Covered under the Program, may be elaborated Adolescents and Youth Reproductive and Sexual Health, Population Education, Art and culture Health & Sanitation. Blood Donation, Personality Development, Self-employment, Nation Integration, Rural development, HIV/AIDS, Environment, Education, Women and Development, Adult Literacy, Social Welfare, Communal Harmony etc. In column 6 mention place, dates and duration of the activities under report.

Besides the above, it is expected that for providing more benefits to the volunteers under program, the NSS must have mobilized resources in the form of money, material and other facilities. Therefore, under column 7 to 9, precisely mention the same and in the column mention the sources i.e. name of the agencies from where the support was mobilized. Addition resources Mobilized (other than NSS funds) may be from Panchayat, District Administration State and Central Government, International Bodies, NGOs, etc. should be mentioned.

Further, for involving non-student young people preferably from NYKS Youth Clubs and Mandals as partners and participants, ensure coordination with local district NYK office village communities for the implementation of the program. Keeping this in view, column **11 & 12** has been given for reporting. In these columns mention the number of non-students village community members that participated in the program.

In column 13, give the name and designation of the officials and non-officials who visited program. Mention the designations of the officials (including that of NYKS, NSS), officials

and public representatives who visited the program.

In column 14 to 16 fill the number of those beneficiaries who are other than the NSS volunteer non-student youth and community member who were involved in the process of implementation of the activity.

In column 17 to 20, fill in the financial details pertaining to the program budget administrative approvals from higher authorities. In column 21 the Program Officer show compile and make points on the benefits/outcome of the program information as visualized the volunteers and others involved. Whereas, in the next column i.e. 22, he should mention means for verification of the claim pertaining the organization of the program and mention the benefits out of the complemented program.

In column 23, list major problems faced by the Program Officer while implementing activities as well as how these problems were solved. In the next two columns do mention unsolved problems and for which help is required for solution from higher authorities. The of help sought should also be mentioned to ensure follow up and speedy action. Column 20 been left for remarks by the Program Officer pertaining to the program. In column mention the type of committees formed for transparency, support and guidance for the successful implementation of the programs. In the last column (28) do provide information pertaining to the awards received at the unit level.

Moreover, each Program Officer should enclose press clippings, photographs, success stories and lessons learned. The success stories can be on their functioning, coordination, fund mobilization and organization of NSS volunteers, non-student youth and community development and empowerment activities.

Activity 5 – Practical Exercise to fill MIS Formats

Step – 1

Divide participants into groups for discussion and exercise for filling the provided formats. Distribute one set of format to each group. Ask them to discuss and fill in the given format.

Step – 2

Invite the groups to share and present the filled in format. Let the participants give suggestions and rectify the presentations.

References

Developing a Comprehensive Monitoring and Evaluation Work plan for HIV/AIDS and STI

Programs: A Facilitators Training Manual (2001) – IMPACT, USAID, Family Health International. 2001

Results-Based Management Orientation Guide UNFPA (2001) – Strategic Planning and Coordination Division, Office for Results-Based Management

Planning, Monitoring and Evaluation Techniques for Trainers.

<http://www.unescobkk.org/ips/ebooks/documents/trainingmanual/module5.pdf>

How to Design a Participatory Monitoring Plan. www.undp.org.in

www.businessballs.com

Planning, Monitoring and Evaluation Techniques for

Trainers. <http://www.unescobkk.org/ips/ebooks/documents/trainingManual/Module5.PDF>

7. Monitoring and Evaluation Modules - UNAIDS

MODULE XIV

INCENTIVES AND AWARDS

Objectives: On successful completion of the session participants will be able to:

1. Recognize outstanding contribution of University NSS Cells. Program Officers. College/+2 NSS units and NSS volunteers in community service;
2. Encourage NSS volunteers to develop their personality through community service and acquire positive social attitudes and values.

Materials: Flipchart, Marker Pens, OHP/LCD projector

Activity No	Topic	Methodology	Duration
1	Incentives	Presentation	10 min
2	Awards	Presentation	20 min

Activity 1: Incentives

Step – 1

Ask participants to list various incentives available for NSS volunteers at different levels in the State.

Step – 2

Explain the importance of such incentives in promoting NSS activities. Refer to Facilitator's Guide

Facilitator's Guide

A volunteer is eligible to get Participation Certificate from the University/Directorate on successful completion of following requirements.

1. Must have completed 240 hours of regular activities in two years.
2. Must have attended a ten days special camp.

(Please see Annexure III for model certificate)

NSS volunteers are awarded extra marks at +2 level for their participation in NSS while seeking admission to higher studies, on production of certificates issued by head of institution. For instance, 3% of additional marks are awarded to +2 students when they seek admission to degree courses in Tamil Nadu and Pondicherry UT and 5 marks in employment

in Government service and in admission to B.Ed course. NSS volunteers are given preference for being deployed as National Service Volunteers (NSV) in NSS projects. NSS certificates carry certain weightage for getting employment in selected vocations.

Activity 2: Awards

Step – 1

Ask participants to list various Awards presented to NSS functionaries at different levels.

Step – 2

Explain the importance and benefits of such Awards in promoting NSS activities. Refer to Facilitator's Guide.

Facilitator's Guide

NSS awards have been instituted at different levels, namely Institutional level for volunteers, University/Directorate/+2 level for Program Officers and volunteers, state level and National level for Program Coordinator, Unit, Program Officer and volunteers.

Nominations in the prescribed format duly supported with relevant documents such as photographs, press cuttings, testimonials etc., have to be submitted and the same scrutinized at different levels before final selection for the award.

The awards carry case, citation and medal. The awards are normally distributed on NSS Day every year.

For further details please refer to NSS Manual 2006, pp.128-129.

Annexure I

- **Allocation of Budget:** On the basis of pro-rata, grants for regular activities at the rate of Rs.160 or Rs. 200 (Hilly areas) per head/per annum and Rs. 30/- or Rs.40/- (Hilly areas) per head/per day for 10 days under special camping programs.
- The Universities/Directorate will deduct an amount of Rs. 25/- or Rs.30/- per volunteer having volunteer strength of less than 10,000 (with part-time Program Coordinator) and more than 10,000 (with full-time Program Coordinator) respectively for their administrative expenditure at University/Directorate level.
- The balance of Rs. 135/- or Rs.130/- per volunteer per annum will be available at unit level for program development and other administrative costs.
- Heads of expenditure include:
 - a) Out of pocket allowance to Program Officer @ Rs. 400/- per month including vacation. In case of NSS unit having 100 volunteers, otherwise proportionately.
 - b) Clerical assistance @ Rs.600/- per annum for NSS unit having 100 volunteers.
 - c) Refreshment to volunteers participating regular activities.

- d) Purchase of minimum equipment like shovel, petromax etc. and utensils required for camp.
- e) Travelling Expenses of Program Officers and Volunteers for participation in meetings/seminars/orientation/refreshed courses.
- f) Other contingent expenditure on actual organization of regular activities.
 - In case of special camping program the entire amount should be utilized towards boarding and lodging of volunteers.
 - Purchase of audio-video equipment, vehicle, giving cash awards or cash incentives or costly gifts, etc. are not permitted
 - Unspent balance if any may be carried over to the following year and used for program development.
 - Pattern of financial break up at various levels (State and University/Directorate)-At State level – Ratio of Centre and State grant will be –
 - a) 3:1 for Hilly areas like North-Eastern States, Sikkim, Himachal Pradesh, Uttrakhand
 - b) 7:5 to the other states
 - c) 100% to J & K and U.Ts. without Legislature.
- a) At University/Directorate Level – States/UTs are to release the grant including central and state share to the University/Directorate based on the volunteer strength, as per pro-rata for regular activities and special camping. University will deduct Rs.25/- or Rs.30/- per volunteer having volunteer strength of less than 10,000 (with part-time program Coordinator) and more than 10,000 (with full time Program Coordinator) respectively, for their administrative expenditure, after deducting the said amount, the University/Directorate is to release the grant to the institution.

NSS MIS Format for Monitoring and Evaluation

NSS Unit Code No: -----

Name and Address of the Institute/School:

Name of University/Council/Board:

NSS Volunteers Allocated: Enrolled: Male: Female: Total: Name of the Village/Slum

Adopted:

Program Head	Name of Program/Project	No. of Prog.	No. of Hours	No. of Volunteers attended	Activities of the Program/Project (in bullets only)	Issues Covered through Activities	a)Name of Adopted Village/Slum or Place, b)Dates c)Duration
Orientation Programs for NSS Volunteers (Total 20 Hrs)		1	2	3	4	5	6
Regular Programs (Total 100 hours per year)							
Special Camps (for 50% of Volunteers)							
Participation of Volunteers in Special Programs							
Program Organized in Collaboration with other Agencies							

Regular Programs such as Creation of Parks, Avenue Plantation, Cleaning of Drains, Desilting of Ponds, Use of Non-convention Energy Resources. Composting, Soil Conservation, Watershed Management, Preservation and Upkeep of Monuments, Preservation of Cultural Heritage, Provision of Clean and Safe Drinking Water, Population Education, ARSH, RCH, HIV/AIDS, Life Skills Education, Blood Donation Drive, Women Empowerment, Adolescent Empowerment and Development, Vocational Education and Training, Entrepreneurship Development, Self Help Groups etc.

Special Camps are residential camps of 10-day duration. The camps can be for Plantation, Blood Donation, Plus Polio Immunization, Creation of Permanent Assets, HIV AIDS Awareness Drives, ARSH, Adolescent Development and Empowerment, etc.

Special Programs National Integration Camps, National Youth festival, Inter State Youth Exchange Program, National Programs, Republic Day Parade, Inter departmental Programs, Universities Talk AIDS (UTA), Adolescent Empowerment and Development Scheme of MYAS, and other programs and projects given by NSS for implementation from time to time.

Program Head	Resources mobilized other than NSS			Name of Collaborating Agencies	Participation Number/Visits						Beneficiary of Activity			
	Financial support (Rs)	Material	Others		Non-Student Youth 11			Village Community Members12		Designation of Staff & Visitors				
	7	8	9	10	M	F	T	M	F	T	13	14	15	16
Orientation Programs (Total 20 Hrs)														
Regular Programs (Total 100 Hrs)														
Special Camps (for 50% of Volunteers)														
Participation of Volunteers in Special Programs														
Programs Organized in Collaboration with other Agencies														

In Column 7 to 9 Additional Resource mobilized (other than NSS funds) from Institute, Panchayat, Dist. Admin, State & Central Govt. International Bodies; NGO's etc. should be mentioned, followed by their name in column 10. In Column 11 & 12 mention the number of Non-Student Youth from NYK and Local Village Communities participated in the program.

In Column 13 mention the Designations of the officials (including that of NSS, NYKS), non-officials, Public Representatives involved and visited the program.

In Column 14 to 16 mention those beneficiaries who are other than the NSS Volunteers, non-student youth and community members who were involved in the process of implementation of the activity.

Program Head	Budget of the Program/Activity				Benefits from the Activities	Means of Verification of Activities & Benefits (Verifiable Indicators)
	17	18	19	20	21	22
Orientation Programs (Total 20 Hours)			a) b)			
Regular Programs (Total 100 Hours per year)			a) b)			
Special Camps (for 50% of Volunteers)			a) b)			
Participation of Volunteers in Special Programs			a) b)			
Programs Organized in Collaboration with other Agencies.			a) b)			

Program Head	Problems Faced & How Solved	Unsolved Problems, if any	Help required & at What Level	Remarks
	23	24	25	26
Orientation Programs (Total 20 Hours)				
Regular Programs (Total 100 Hours per year)				
Special Camps (for 50% of Volunteers)				
Participation of Volunteers in Special Programs				
Programs Organized in Collaboration with other Agencies				

27. Name the Committees formed & dates of establishment:

Meeting held during the Month under report (Yes/No) ----- If NO, Why

28. Awards Received by NSS Unit / P O / Volunteers					
Name of Award	Year	Agency	Who was awarded: NSS Unit/PO/Volunteer	Level	Field of Achievement/Excellence

Enclose Press Clippings, Photographs, Success stories, Lessons Learned, etc with the report

Date: -----

Signature-----

Name: -----

No. of Papers/Documents enclosed
Office Seal

Designation: -----

Name of the University

National Service Scheme

(NSS Symbol) VEC -----

This is to certify that Shri/Kum./Smt.-----

Son/daughter/wife of-----

Class ----- of -----

College/school has completed a period of two years as NSS Volunteer from-----

To----- and has done satisfactory work.

He/She has also attended NSS Camp/Camps from-----

To----- and from ----- to -----
----- held under -----
- (theme).

Vice-Chancellor

Program Coordinator NSS.

Principal

Dated -----

MODULE - XV

LIFE SKILLS FOR ADOLESCENTS/ YOUTH

Objectives:

On the successful completion of the session, participants will be able to

- To make adolescent aware of their capacities and further their development.
- To create an understanding about gender discrimination which hinders individual development.
- To provide training for effective communication for self-growth and development.

Materials:

Computer, LCD Projector/ flip charts, whiteboard and markers

Activity No	Topic	Methodology	Duration
1	Life Skills for Adolescents/ Youth	Brainstorming, Discussion, Presentation & Interaction	90 Minutes

Facilitator's Guide

What are life skills:

“The abilities for adoptive and positive behavior that enable an individual to deal effectively with the demands and challenges of everyday life”. WHO(1994)

“Life-skills based education is -behavior change or behavior development approach -designed to address a balance of three areas: knowledge, attitude, and skills.

Why life skills for adolescents/youth:

- Early identification of problems, early intervention and support at key moments in lives of young people is vital
- Development of psychosocial abilities.
- To enhance capabilities and enlarge choices
- To build different dimensions of well-being, by building self-image & self-worth,

which in turn help individuals to be less vulnerable to the variations within a given context

- To empower youth
- To enhance quality of life

Facilitator's Guide

What are the life skills:

- Problem-Solving.
- Decision Making.
- Critical Thinking.
- Creative Thinking.
- Communication Skills.
- Self-Awareness.
- Stress Management.
- Empathy.
- Interpersonal Relationship

The Four Pillars of Education

Learning to Know: Developing Reasoning

It relates to cognitive life skills such as critical thinking, problem solving and decision making skills. It thus refers to both the acquisition of knowledge as well as the use of knowledge.

Learning to Be: Enhancing Agency

It relates to self-management life skills related to self-awareness, self-esteem & self-confidence, and coping skills

Learning to Live Together: Building Potential Through Social Capital

It relates to communication skills, Negotiation skills, Refusal skills, Assertiveness skills, Interpersonal skills, Co-operation skills & Empathy skills

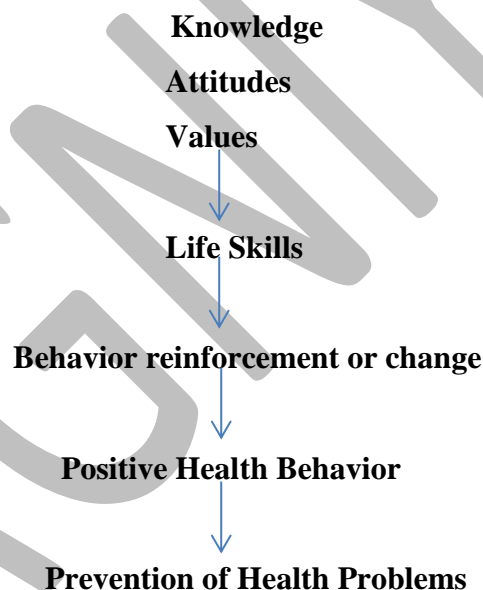
Learning to Do: Functioning and Capabilities

It refers to central human functional capabilities of “Life”, “Bodily Health”, “Bodily Integrity” and “Control over one’s Environment”

Significance of learning Life Skills

- To be able to explore alternatives
- Weigh pros and cons
- Make rational decisions
- Communicate effectively
- To say “No”
- Be assertive

How ‘Life Skills’ lead to primary prevention of health problems?



PROBLEM-SOLVING SKILL

Allows to solve an issue, problem or conflict without anger, intimidation, insubordination, aggressive force or behaviour

- Devising a plan in order to solve a problem.
- Examining a related problem.
- Adjustment to a situation
- PROBLEMS if left unresolved P MENTAL & PHYSICAL STRESS

What is Decision Making?

- Abilities to assess available options
- Relating current situation to past similar situation
- To foresee the consequences of different decisions (actions/non-actions)
- No decision is also a decision

Responsible Decision Making

Making decision after examining the choices & consequences in view of one's values and goals is Responsible Decision Making

Steps for Responsible Decision Making

- Identify/Define the problem.
- Consider the consequences or outcomes.
- Consider family and personal values.
- Choose one alternative.
- Implement the decision

Critical Thinking

- Ability to analyze information and experiences in an objective manner
- Helps adolescents to recognize and to assess the factors influencing attitude & behaviour - values, pressures (peer, family)
- Key to form right attitudes towards life
- Assists in developing responsible behaviour.

Creative Thinking

- Enables to explore available alternatives and consequences of actions or non-actions
- Openness to experience
- Helps adolescents to respond adaptively and with flexibility to the daily life situations

SELF-AWARENESS

- Body movement and gestures
- Taking responsibility for own behaviour
- Being able to stand up for one's own values and needs

- Awareness of mental process
- Knowing one's thought, feelings and actions

Coping with emotions & stress

- Recognizing effects of emotions on others and ourselves
- Being aware of how emotions influence behaviours
- Able to respond to emotions appropriately

How to Cope with Stress

- Recognize sources of stress in our life
- Recognizing how these affect us
- Identifying ways that help to control our levels of stress
- Learning how to relax to minimize tensions

Empathy

- Ability to understand and accept others
- To put oneself in other person's shoes
- Being nurturing and tolerant
- Encourages a positive behaviour towards people in need or difficulty

Interpersonal Skills

- To be able to develop & nurture supportive networks
- To be able to end relationships constructively
- Helps adolescents to relate with people in positive ways

Effective Communication

- To express ourselves verbally & non-verbally
- To express opinions, desires, needs & fears also
- To ask for advice and help

Take Pleasure & Pride in saying NO when one wants to say “no”

• Ways to say NO

- ✓ Polite refusal
- ✓ Give reason
- ✓ Repeat refusal
- ✓ Walk away
- ✓ Ignore the person
- ✓ Avoid the situation
- ✓ Find others' support
- ✓ Talk about your own feelings

Life Skills Education

- Dynamic teaching & Dynamic learning
- Working in small groups & pairs
- Brainstorming
- Role-plays
- Experiential learning
- Games & debates
- Home assignments, to further discuss and practice skills with family & friends.

Thus, the ‘Life skills’

are applied

- ✓ in various aspects of life
- ✓ in human relationships, learning about rights & responsibilities
- ✓ in health issues:
 - Mental Health-Stresses
 - HIV-AIDS /STD Prevention
 - Drug abuse,
 - Sexual violence
 - Teenage pregnancy
 - Suicide Prevention

Therefore, the Adolescents should know about 'Life skills' because

- Empowers them to take positive actions to protect themselves and to promote health and positive social relationships.
- Utility in Other areas
 - ✓ Environment Education
 - ✓ Consumer Education
 - ✓ Peace Education
 - ✓ Social cultural Issues

MODULE - XVI

LEGAL AWARENESS: HUMAN RIGHTS, FUNDAMENTAL DUTIES AND RIGHTS, RTI

Objectives:

After completing this lesson, you will be able to:

- To explain the meaning of rights and duties and critically evaluate their need and importance in our day to day life;
- To assess the importance of Fundamental Rights given in the Constitution of India and analyze their exceptions and restrictions;
- To appreciate the implications of recently added Right to Education; compare between Fundamental Rights and Human Rights;
- To understand the process of seeking justice through constitutional means in case of violation of Fundamental Rights;
- To appreciate the importance of Fundamental Duties and the need to perform them as a good and law-abiding citizen of India.
- To know the details about the Right to Information Act.
- To understand the areas that they could use the act.

Material:

Computer, LCD Projector/ flip charts, whiteboard and markers

Activity No	Topic	Methodology	Duration
1	Fundamental duties and rights	Brainstorming, Discussion, Presentation & Interaction	30 Minutes
2	Human Rights	Brainstorming, Discussion, Presentation & Interaction	30 Minutes
3	Right to Information Act	Brainstorming, Discussion, Presentation & Interaction	30 Minutes

Facilitator's Guide

TEN FUNDAMENTAL DUTIES

- To abide by the constitution and to respect ideals of constitution and institutions, the National Flag and the National Anthem.
- To cherish and follow the noble ideals which inspired our national struggle for freedom.
- To uphold and protect the sovereignty, unity and integrity of India.
- To defend the country and render national service when called upon to do so.
- To promote harmony and the spirit of common brotherhood amongst all the people of India linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women
- To value and preserve the rich heritage of our composite culture
- To protect and improve the natural Environment including forests, lakes, rivers and wild life, and to have compassion for living creature
- To develop the scientific temper, humanism and the spirit of inquiry and reform.
- To safeguard public property and to abjure violence
- To strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of Endeavour and achievement.

WHAT IS THE MEANING OF RIGHTS

Rights literally mean those freedoms which are essential for personal good as well as the good of the community.

- Right to equality – Article 14 to 18
- Right to freedom – Article 19 to 22
- Right against exploitation – Article 23 to 24
- Right to freedom of religion – Article 25 to 28
- Cultural and Educational rights – Article 29 to 30
- Right to constitutional remedies – Article 32 to 35

Right to equality:

- Equality before law.
- Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth.
- Equality of opportunity in matters of employment

Right to freedom

- Right to freedom and expression, which enable an individual to participate in public activities.
- Freedom to assemble peacefully without arms.
- Freedom to form associations or unions.
- Freedom to move freely throughout the territory of India.
- Freedom to reside and settle in any part of the territory of India.
- Freedom to practice any profession or to carry on any occupation, trade or business

Article 19(1)

All citizen shall have the right:-

- a. Freedom of speech
- b. Freedom of Assembly
- c. Freedom of Association.
- d. Freedom movement
- e. Freedom to reside and to settle
- f. Freedom to acquire hold and dispose of property – Has been deleted by 44th Amendment Act 1978
- g. Freedom for profession, occupation, Trade or Business.

Right against exploitation:

- Abolition of trafficking in human beings and Begar (forced labor).
- Abolition of employment of children below the age of 14 years in dangerous jobs like factories and mines.

Art 23 – Prohibition of traffic in human beings and forced labour.

Art 24- Prohibits employment of children below the age of 14 years in factories and mines etc.

Right to freedom of religion

- All religions are equal before the State and no religion shall be given preference over the other.
- Citizens are free to preach, practice and propagate any religion of their choice.
- The objective of this right is to sustain the principle of secularism in India.

Art. 25– 28 – Freedom of Religion

Art.28(1)No religious instruction can be provided in any educational institution that or maintained wholly out of the state funds

Art.28 (2)nothing in (1)shall apply to an educational institution which is administered by the state but has been established under any endowment or trust which requires that religious instruction shall be imparted in such a situation. Religious education

Cultural and Educational rights

- Any community which has a language and a script of its own has the right to conserve and develop them.
- No citizen can be discriminated against for admission in State or State aided institutions.
- ✓ Art 15(1)- No discrimination on grounds of religion, race, caste, sex, place of birth or any of them.
- ✓ Art 15(3)- No citizen shall on grounds only of religion, race, caste, sex, place of birth or any of the, be subject to any disability, liability restrictions or condition with regards to access to shop, public restaurants, hotels, and place of public resort maintained wholly or partly out of state funds or dedicated to the use of the general public.
- ✓ 16(1)- Equality of opportunity in public employment Women Education
- ✓ Article 21A-Freeand compulsory education to children
- ✓ Article provides that „the state shall provide free and compulsory education to all children of the age of six to 14 years, in such manner as the state may by law determine“.

(Added by 86thAmendmentAct 2002,Beforethis Amendment the provision for free

and compulsory education was contained in Article 45 which is in the chapter in Directive Principles of the State policy) Education as Fundamental Right

Right to constitutional remedies

Empowers the citizens to move a court of law in case of any denial of fundamental rights

Right to remedy Art.32

- If a fundamental right of any person is violated, he can approach the Supreme Court for remedy and the latter is duty bound to provide remedy.
- A right without a remedy is a meaningless formality. It is the remedy which makes right real.

Art.338 Special Officer for scheduled caste, scheduled tribe officer to investigate all matters relating to the SC, ST and report to the President. Special provisions

Difference between fundamental rights and duties

- Fundamental Right applies to both citizens & foreigners but fundamental duties apply only to citizens.
- Fundamental duties are non-justiciable in nature i.e. they can't be taken to court of law if they are not followed.
- Fundamental duties lack legal sanction & direct enforcement. But Parliament can enforce it if it wants via proper legislation.
- Fundamental Rights have impact on the government. Fundamental Duties have impact on the Citizens.
- Rights are what we want others to do for us whereas the duties are those acts which we should perform for others.

Facilitator's Guide

What are human rights?:

What are human rights?

The license to do what we please? Human rights are “rights and freedom to which all humans are entitled.

Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination.



Why human rights are important?:

Why human rights are important? Human Rights are very important. Human rights should be the same for all people no matter what their background is, their race, origin. etc. People deserve to be accepted like we are. They have their rights which are the same as ours and they should be respected.



What are the right's in India?:

What are the right's in India?

- The Constitution offers all citizens, individually and collectively, some basic freedoms. These are guaranteed in the Constitution in the form of six broad categories of Fundamental Rights, which are justifiable. Article 12 to 35 contained in Part III of the Constitution deal with Fundamental Rights.
- right to equality, including equality before law, prohibition of discrimination on grounds of religion, race, caste, sex or place of birth, and equality of opportunity in matters of employment
- right to freedom of speech and expression
- right against exploitation, prohibiting all forms of forced labour , child labour and traffic in human beings
- right to freedom of conscience and free profession, practice, and propagation of religion
- right of any section of citizens to conserve their culture, language or script, and right of minorities to establish and administer educational institutions of their choice; and
- right to constitutional remedies for enforcement of Fundamental Rights.

Issues for human right in India?:

Issues for human right in India?

- Women
- HIV/Aids
- Child Labor
- Democracy
- LGBT right
- Human Trafficking
- Religious
- Violence
- Caste Related Issues

Commission For Human Rights in India:

Commission For Human Rights in India National Human Rights Commission, New Delhi, India

The **National Human Rights Commission (NHRC)** of India is an autonomous statutory body established on October 12, 1993 [1] , under the provisions of The Protection of Human Rights Act, 1993 [2] (TPHRA).

Commission For Human Rights at International Level:

Commission For Human Rights at International Level The United Nations Commission on Human Rights (UNCHR) was a functional commission within the overall framework of the United Nations from 1946 until it was replaced by the UN Human Right Council

Now Have a glimpse at present :

Now Have a glimpse at present Hundreds of Indians were enrolled at Tri Valley University in California, which has been shut down on the grounds that it was running a massive immigration racket. Some of the students have been made to wear radio tags or ankle bracelets.

Conclusion:

- The Human Rights are the one side of a coin that gives them their desire freedom and the side is the responsibility which they have to pay in return of this freedom.....
- For Ex– If we have the human right to live safely, so it's also our responsibility not to suffer other life.

Facilitator's Guide

The Right to Information Act (RTI) is an Act of the parliament of India. It is the implementation of freedom of information in India on a national level "to provide for setting out the practical regime of right to information for citizens." The Act applies to all States and Union Territories of India, except the State of Jammu and Kashmir - which is covered under a State-level law.

Right to Information has been judicially recognized as part of Article 19(1)(a) of Indian Constitution.

Why RTI Act?

“Lack of Transparency was one of the main causes for all pervading corruption and Right to Information would lead to openness, accountability and integrity”

Objective of Right to Information Act, 2005 :-

-....in order to promote transparency and accountability in the working of every public authority,

-.....the constitution of a Central Information Commission (CIC) and State Information Commissions (SIC) and for matters connected therewith or incidental thereto.

RTI Act in various states before RTI Act, 2005 :-

1. Tamil Nadu (1997)
2. Goa (1997)
3. Rajasthan (2000)
4. Karnataka (2000)
5. Delhi (2001)
6. Maharashtra (2002)

7. Assam (2002)
8. Madhya Pradesh (2003)
9. Jammu & Kashmir (2004,
Amendment In 2008, repealed, New Law made in 2009)

Journey of Right to Information Act in India :-

Official Secret Act, 1923

The movement of RTI started in early 1990s by Majdoor Kisaan Shakti Sanghathan (MKSS) in Devdungri, Rajasthan

Freedom of Information Act, 2002 (repealed in RTI Act, 2005)

Right to Information Act, 2005 passed in June 15, 2005

MODULE - XVII

ENVIRONMENT AND SUSTAINABLE DEVELOPMENT – BEST PRACTICE

Objectives:

After completing this lesson, you will be able to:

- To create awareness about Environment.
- To understand the need of Sustainable Development
- To focus on generating meaningful employment by developing agricultural infrastructure, productive assets and entrepreneurship-based livelihood opportunities.

Materials:

Computer, LCD Projector/ flip charts, whiteboard and markers

Activity No	Topic	Methodology	Duration
1	Environment and Sustainable Development	Brainstorming, Discussion, Presentation & Interaction	90 Minutes
2	Best Practice: Solar Dryer of Fruits and Vegetables	Brainstorming, Discussion, Presentation & Interaction	

Facilitator's Guide

Environment: Meaning and Functions

The 'environment' refers to the totality of resources and the total planetary inheritance we have received. It includes biotic (animals, plants, birds, etc.) and abiotic (sun, land, water, mountains, etc.) components. It explains the inter-relationship that exists between the abiotic and biotic components.

The environment performs four crucial functions:

- **Supplying Resources:** The environment contains both renewable (air, water, land) and non-renewable (fossil fuels) resources. While the former are re-usable and do not get depleted soon, non-renewable resources come with the fear of depletion.
- **Assimilating Waste:** Economic activities generate waste which the environment

absorbs through natural processes.

- **Sustenance of Life:** The environment comprises abiotic components that aid the living of biotic components. In the absence of elements such as air, water, land, etc. there would be no life on the planet.
- **Aesthetic Value:** The environment adds aesthetic value to life. The mountains, oceans, seas, landmasses and other scenery of the environment enhance the quality of life.

Measures to Save the Environment

Concerted efforts are required to deal with the global environmental crisis. The concept of sustainable development, thereby, comes into play. Some of the measures that can be undertaken to control the crisis that already underway includes:

- **Pollution Control:** Air, water, noise, soil are some of the major forms of pollution plaguing the environment today. Pollution control boards can be set up or regulatory standards must be enforced to keep pollution within lowest levels.
- **Forest Conservation:** Increased industrialization has come at the cost of deforestation. The implication of forests being cut down is that the ecology is significantly affected. Afforestation measures need to be taken and forest conservation regulations must be seriously implemented.
- **Social Awareness:** Until people are made aware of the graveness of the situation, the problem of environmental degradation cannot be dealt with. Creating awareness through campaigns and movements can help avert the problem of the ongoing environmental crisis.
- **Waste Management:** Solid waste management must be carefully managed in urban areas. Rural waste has the potential of being used as natural manure by converting it into compost.
- **Water Management:** Rainwater harvesting and conservation of water can help with the long-term potent problem of scarcity of water.
- **Implementation of Policy Programmes:** Enactment of environment-centric acts and policies is not enough. Their effective implementation and careful observation are what will actually make a difference to environmental conservation efforts.

Sustainable Development:**World Commission on Environment and Development (1987):**

In essence sustainable development is a process of change, in which exploitation of resources, the direction of investments, the orientation of technological development, and institutional change are all in harmony and enhance both current and future potential to meet human needs and aspirations.

The SD Strategy as outlined in Rio Agenda 21 is “government’s strategy should build upon and harmonize the various sectoral, economic, social and environmental policies and plans that are operating in the country..... It’s goal should be to ensure social responsible economic development while protecting the resource base and the environment for the benefit of future generations. It should be developed through the widest possible participation”.

Features:

Sustainable development has gained momentum as a larger movement over the years. We now associate it with improving living standards, poverty alleviation, nutritional improvements, minimizing social and cultural instability and resource depletion.

The Brundtland Commission lays emphasis on the idea of passing on an environment with enough and good-quality resources to the future generation, just as we have bequeathed from our previous generations.

The features of sustainable development include a sustained rise in per capita income (PCI) worldwide, rational usage of resources, pollution checks, population control and relative dependence on renewable sources of energy to meet future generations’ needs.

The Way forward with Sustainable Development:

The planet must shift to renewable sources of energy as compared to the regular thermal or hydropower plants that lead to climatic degradation.

- Solar energy is an effective alternative that we can harness using photovoltaic cells. It is less costly and environmentally friendly.
- Wind energy is also an option. Setting up windmills in areas with high-speed wind can help convert the natural resource into electricity for commercial or household usage.

- Another effective solution can come through the use of natural manure or bio-compost as a substitute for chemical fertilizers. This helps avert soil erosion and soil pollution. Subsidized LPG as a fuel in rural areas and CNG as a fuel for vehicles in urban areas could lead the way forward.

Best Practice:

Solar Dryer of Vegetables and Fruits:

Solar drying has been considered as one of the most promising areas for the utilization of solar energy, especially in the field of food preservation. Open sun drying is the most common method employed in tropical countries for the drying of agricultural products such as Banana, amla, chillies, mushroom, grapes, dates, Vegetables, mangoes, food stuffs, etc. The method is simple, as it does not involve any costly equipment. The product to be dried is spread under sun, and the moisture evaporates from it over a course of time.

Solar drying can be most successfully employed as a cost-effective drying technique. It has got several attractive features. For example, energy is available free of cost and can be harnessed in the site itself. Controlled drying is also possible by this method, and it enhances the quality of dried product. Solar drying systems must be properly designed in order to meet particular drying requirements of specific crops and to give satisfactory performance with respect to energy requirements.

Solar energy is always in an advantageous position compared with depleting fossil fuels. In a tropical country like India, most of the energy demands can be met by simple systems that can convert solar energy into appropriate forms.

Objective:

- To reduce the food spoilage caused by larger production and limited usage. There will be huge production during some particular season but the consumption will be very less, and hence, the food will be unused leading to less income to the farmers.
- It creates employment opportunities and a sustainable income for farmers.
- Drying will reduce the weight dramatically and makes transportation easy.
- High-quality dried product will have good market value and hence will bring high profit to the producers.
- Dried products improve family nutrition because fruit and vegetables contain high

quantities of vitamins, minerals and fibre.

- For diabetics dried fruit prepared without adding sugar is a healthy choice instead of desserts.
- It improves the bargaining position of farmers. Sometimes farmers sell at very low prices during the harvest season because they cannot store or preserve their surplus products.

REMOVED

MODULE – XVIII

DISASTER MANAGEMENT

Objectives:

After completing this lesson, you will be able to:

- Mitigation or reduction of risk of any disaster or its severity or consequences.
- Capacity building including research & knowledge management.
- Prompt response to any threatening disaster situation or disaster.
- Assessing the severity or magnitude of effects of any disaster.

Materials:

Computer, LCD Projector/ flip charts, whiteboard and markers

Activity No	Topic	Methodology	Duration
1	Disaster Management & Preparedness	Brainstorming, Discussion, Presentation & Interaction	20 Minutes
2	First-aid	Brainstorming, Discussion, Presentation & Interaction	30 Minutes
3	Road safety measures	Brainstorming, Discussion, Presentation & Interaction	30 Minutes

Facilitator's Guide

What is disaster management

“A disaster can be defined as any occurrence that causes damage, ecological disruption, loss of human life, deterioration of health and health services on a scale, sufficient to warrant an extraordinary response from outside the affected community or area”. (W.H.O.)

“A disaster can be defined as an occurrence either nature or manmade that causes human suffering and creates human needs that victims cannot alleviate without assistance”.

American Red Cross (ARC)

What it involves??

- Dealing with and avoiding both natural and man-made disasters.
- Preparedness before disaster.
- Rebuilding and supporting society after natural disasters.

Phases of Disaster Management

- Disaster Preparedness
- Disaster impact
- Disaster Response
- Rehabilitation
- Disaster Mitigation

Disaster response

- Epidemiologic surveillance and disease control
- Vaccination
- Nutrition

Rehabilitation phase

- Water supply
- Food safety
- Basic sanitation and personal hygiene
- Vector control

Disaster Mitigation

- This involves lessening the likely effects of emergencies.
- These include depending upon the disaster, protection of vulnerable population and structure. Eg. improving structural qualities of schools, houses and such other buildings so that medical casualties can be minimized.
- Similarly ensuring the safety of health facilities and public health services including water supply and sewerage system to reduce the cost of rehabilitation and reconstruction. This mitigation compliments the disaster preparedness and disaster response activities.

Disaster-Effects:

- Deaths
- Disability
- Increase in communicable disease
- Psychological problems
- Food shortage
- Socioeconomic losses
- Shortage of drugs and medical supplies.
- Environmental disruption

Disaster Recovery:

- Successful Recovery Preparation
- Be vigilant in Health teaching
- Psychological support
- Referrals to hospital as needed
- Remain alert for environmental health
- Nurse must be attentive to the danger

Major Disasters in India:

- 1984 Bhopal Gas Tragedy
- 2001 Gujarat earthquake
- 2004 Indian Ocean tsunami
- 2008 Mumbai attacks

India's Vulnerability to Disasters

- 57% land is vulnerable to earthquakes. Of these, 12% is vulnerable to severe earthquakes.
- 68% land is vulnerable to drought.
- 12% land is vulnerable to floods.
- 8% land is vulnerable to cyclones.
- Apart from natural disasters, some cities in India are also vulnerable to chemical and industrial disasters and man-made disasters.

Nodal Agencies for Disaster Management

- Floods : Ministry of Water Resources, CWC
- Cyclones : Indian Meteorological Department
- Earthquakes : Indian Meteorological Department
- Epidemics : Ministry of Health and Family Welfare
- Avian Flu: Ministry of Health, Ministry of Environment, Ministry of Agriculture and Animal Husbandry
- Chemical Disasters : Ministry of Environment and Forests
- Industrial Disasters : Ministry of Labour
- Rail Accidents : Ministry of Railways
- Air Accidents : Ministry of Civil Aviation
- Fire : Ministry of Home Affairs
- Nuclear Incidents : Department of Atomic Energy
- Mine Disasters : Department of Mines

Facilitator's Guide

Disaster preparedness:

- Preparedness should be in the form of money, manpower and materials
- Evaluation from past experiences about risk
- Location of disaster prone areas
- Organization of communication, information and warning system
- Ensuring co-ordination and response mechanisms
- Development of public education programme
- Co-ordination with media
- National & international relations
- Keeping stock of foods, drug and other essential commodities.

E.g.: Indian Meteorological department (IMD) plays a key role in forewarning the disaster of cyclone-storms by detection tracing. It has 5 centres in Kolkata, Bhubaneswar, Vishakhapatnam, Chennai & Mumbai. In addition there are 31 special observation posts setup along the east coast of India.

The International Agencies which provides humanitarian assistance to the disaster strike areas are United Nation agencies.→ Office for the co-ordination of Humanitarian Affair (OCHA)→ World Health Organization (WHO)→ UNICEF→ World Food Programme (WFP)→ Food & Agricultural Organization (FAD)

E.g.: Non-Governmental Organizations: Co-Operative American Relief Everywhere (CARE)□ International committee of Red cross□ International committee of Red cross

Facilitator's Guide

First-Aid:

First aid as “measures to be taken immediately after an accident not with an idea to cure but in order to prevent further harm being done.” It uses the available human and material resources at the site of accident to provide initial care to the victim of injury or sudden illness until more advance care is provided.

Objective:

- To preserve life
- To prevent the victim's condition from worsening
- To promote mental and physical recovery

Classification of First Aids during Disasters

Types of Disaster	Man-made or Natural	Possible First Aid Services
Fire	Man-made, owing to human negligence	<ul style="list-style-type: none"> • Assist people to evacuate the affected premises through the safest route. • Ensure that electrical fittings are untouched. • Shut down all electrical connections, by putting off the electrical mains.

		<ul style="list-style-type: none"> • Avoiding the sprinkling of water on fire effected person or objects. • Appropriate usage of fire extinguishers. • Protecting children from the impact of the fire. • Playing second fiddle to the firemen once the fire services personnel arrives.
Fire	Natural, owing to thunderstorms	<ul style="list-style-type: none"> • Putting of all electrical appliances. • Protect children from the impact of the fire. • Look for fire extinguisher. • Move out through the emergency exit, even if it means getting drenched in the rain. • Protect the human life fist followed by other non-living objects.
Earthquake	Natural	<ul style="list-style-type: none"> • Understand and identify the tremors even if it is subtle. • Ask all the people residing inside the building to come out in open space. • Pass on the message to all possible known contacts in the area through telephone if the time happens to be odd hours like late nights or early morning, when people are fast asleep. • Give priority to save human lives rather than protecting non-living objects. • Protect the children from building breakdown etc.
Cyclone	Natural	<ul style="list-style-type: none"> • Protect the humans from high speed winds and heavy rains.

		<ul style="list-style-type: none"> • Ensure smooth flow of water so as to prevent flooding and water clogging. • Protect external electrical and electronic fittings from lightning have associated with cyclone, which may result in fire. • Ensure that high speed winds don't cause physical harm to the residents by keeping all the inhabitants in safe places.
Flood	Natural	<ul style="list-style-type: none"> • Protect people from water currents. • Protect inhabitants from water borne diseases. • Ensure everyone consumes non-contaminated food and water. • Arranging essentials and necessities if the water level is increasing. • Moving to safer places if the water level isn't receding after a point of time.

Mental or Physical Aid?

First Aid during a disaster would comprise of physical and mental aid to be rendered to the sufferers. Sometimes the physical suffering encountered by the victims may be less vis-à-vis that of the mental agony. The mental agony may further lead to cases where the population goes into depression. Apart from the physical assistance in helping the affected to overcome the injury, first aid during emergency should have quality counseling and support services as well.

The first aid immediately after a disaster may consist of the following:

- Attending to the individuals who have broken limbs, bones and apply local massage therapy only if the aid provider is well-trained on the same.
- Disinfecting the body parts/areas where there has been minor bruises with antiseptic and then plastering those areas with bandage
- Attending the parts having burns with utmost caution so as to avoid bringing those areas in close contact with water
- Putting in place a working communication system, even if there has been a complete breakdown of the same
- Attending to the patients on a priority basis depending upon the suffering an individual is going through
- Counseling the sufferers with minor ailments and increasing their motivational level so that they can join hands with the relief and rescue operators.
- Ensure that a chaotic situation is prevented where too many cooks spoils the broth.
- Possess the information database regarding the primary health care centers, hospitals, international and local non-governmental bodies, apart from the civil defense departments of different areas, which in turn would reduce the response time, immediately after a disaster.
- Prevent the spread of contaminated food and drinking water by ensuring the hygienic distribution procedures.
- Focus on personal hygiene of each and every patient impacted by the disaster, which in turn would reduce the chances of an epidemic, borne out of the tragedy
- Provide post-accident SOS support services to all the affected individuals, which in turn would reduce the mortality rate of the sufferers.
- Personal ability to withstand an environment full of cries and chaos prevailing immediately after a disaster is an absolute must.

Road Safety Measures:

Introduction:

Road travel has become an integral part of all of us and cannot be avoided in our day to day life. With increasing economy and population, there has been an immense increase in the traffic on the roads over a period of time. While on the one hand it has made things convenient for us but on the other hand it also increases our concerns of road safety.

Even though India has the second largest road network in the world yet it has a high toll of road accidents. Every day around 350 people and every year more than one lakh people die in road accidents in India and the percentage is increasing each year. India accounts for about 10 percent of road accident fatalities in the world and has even overtaken the more populous China, which is alarming. Our roads have a heterogeneous mix of traffic with high speed vehicles, rickshaws, motorcyclists, scooters, cyclists and pedestrians all sharing the same space at the same time which makes things difficult, on an already overburdened road infrastructure leading to major accidents. The time has come to go for the high-end road safety measures in India, but before that we must understand the causes behind these accidents.

What are the causes of these accidents?

Around 80% of the road accidents happen because of the fault of the driver. There are several other reasons for these high accident rates in India such as-

- Drunken driving.
- Driver's fault due to over speeding.
- Incompetent, untrained drivers.
- Pedestrian's fault.
- Bad and defective roads.
- Mechanical defects in the vehicles.
- Bad weather conditions.

What are the effects of these accidents?

- Loss of life.
- Loss of earnings for the family affected.

- Costly injuries.
- Property damages.
- Primary accidents cause backups and lead to secondary accidents.
- Loss of travel time and increased congestion on the road.
- Increased noise and air pollution.
- 3 to 4% of Gross National Product is lost in road accidents.
- Total annual economic loss to the country due to road accidents is more than Rs.3, 00,000 crore therefore road accidents are a huge burden on the national economy.

What are the measures that can be taken to curb these accidents?

To make our roads safer and accident free, we have to take a few important steps in this direction such as-

- Make **Road Safety Assessment in India** a compulsory part of the syllabus in schools as the children should learn about the rules and safety of roads early in life. It could be done through workshops, role plays, make believe situations, movies and field trips making it a fun and interesting subject for the students and teachers. A suitable **road safety curriculum in India** needs to be designed and structured.
- Strict implementation of the traffic rules- The defaulters should be fined heavily for breaking the rules. There should be an enforcement of the use of seat belts in car and helmets on two wheelers.
- Proper and authorized driver training institutes with adequate infrastructure. The government of India has decided to set up 10 modern driving schools costing Rs140 crores in different states to produce competent drivers.
- Make licensing and driving tests stricter.
- Enforcing the heavy vehicles to fix reflective tapes over them to be clearly visible during night time.
- Mandatory registration of criminal cases if the vehicle is overloaded.
- Imprisonment and heavy penalty for drunken driving.
- Mandatory annual fitness checks of the school buses as well as drivers.
- Emergency medical services such as crash rescue vehicles, paramedics, free trauma care etc. to be fully functional and in place for prompt relief and care of the accident

victims.

- Mandatory vehicle fitness checks for all vehicle owners.
- Road infrastructure-The automobile population in India has grown up to 170 times in the past 50 years but the country's road has grown only about 9 times. So there is a dire need to improve the quality of the roads in India. Flyovers, grade separators, service roads, sign boards, pavements, monitored crossings near schools and other safety features have to be the primary focus while designing new road infrastructure.
- Need to provide well maintained, safe and efficient public transport systems.
- Road Safety Awareness in India is very poor therefore there is a need to educate and make people aware of the road safety through various events and programs such as melas, exhibitions, seminars, cultural programs, mobile exhibitions through vans, education through announcements from PA system, following road safety weeks, providing on the spot help and first aid to road users, distribution of road safety literature etc. on a regular basis. This can be done with the help of schools, colleges, RWAs, NGOs, transport and trade unions.
- There is also a need to follow and organize Road Safety Programs in India on a regular basis through road safety march, street plays, painting, essay and quiz competitions and through regular programs for school kids, pedestrians, drivers of commercial vehicles, auto drivers, bus drivers, truck drivers, two wheeler drivers, cyclists etc.

There is a dire need for road safety management in our country. Smart traffic management needs to be implemented in all the major cities of India. Some of the things that can be done are-

- Installation of more CCTV cameras for better monitoring of traffic.
- Highway patrolling using radar to detect overspending vehicles.
- Highway advisory radios.
- Center to center communications.
- Weather monitoring stations.
- To reduce primary and secondary accidents there is a need for a traffic incident management program which helps to reduce congestion and rescues the accident victims to nearest hospital promptly.

Who should share the responsibility of road safety?

- First and foremost the citizens of the country. As responsible citizens of the country together we can make the change.
- Government and legislative bodies of India.
- Police – police can improve road use behavior through enforcement and strict measures.
- Media- media can play a very important role in creating road safety awareness through advertisements on safe driving (use of seat belts and helmets, avoiding the use of cell phones and dangers of drunken driving etc.). Celebrity endorsements make the message even more effective.
- NGO's

MODULE – XIX

SKILL DEVELOPMENT AND ENTREPRENEURSHIP

Objectives:

On the successful completion of the session, participants will be able to

- To promote entrepreneurship culture and make it aspirational.
- To encourage entrepreneurship as a viable career option through advocacy.
- To enable a large number of Indian youth to take up industry-relevant skill training that will help them in securing a better livelihood.
- To create opportunities, space and scope for the development of the talents of the Indian youth.
- To understand the basic skills necessary for getting, keeping and doing well on a job.

Material:

Computer, LCD Projector/ flip charts, whiteboard and markers

Activity No	Topic	Methodology	Duration
1	Social Entrepreneurship	Brainstorming, Discussion, Presentation & Interaction	30 Minutes
2	Sources of Skill Development Programme	Brainstorming, Discussion, Presentation & Interaction	30 Minutes
3	Employability Skills	Brainstorming, Discussion, Presentation & Interaction	30 Minutes

Facilitator's Guide

Social Entrepreneurship create innovative solutions to immediate social problems and mobilizes the ideas, Capacities, resources, and social arrangement required for sustainable social transformation

- ▲ Social entrepreneurship is the activity of establishing new business ventures to achieve social change. The business utilises creativity and innovation to bring social, financial, service, educational or other community benefits.
- ▲ (Talbot, Tregilgas & Harrison, 2002)

Why Social Entrepreneurship?

- When we want to help the poor, we usually offer them charity
- Most often we use charity to avoid recognizing the problem
- But charity is no solution to poverty
- Charity only perpetuates poverty by taking the initiative away from the poor
- Empowerment of the poor by creating jobs and steady income is the right way forward

Where do you find social enterprises?

- Social entrepreneurs find opportunity in most economic sectors. The growth areas for social enterprises are identified as:
- Environmental
- Housing
- Health and care
- Information services
- Public services
- Financial services
- Training and business development
- Manufacturing
- Food and agriculture

Focus Areas of Social Entrepreneurship

- Enhance a person's ability to improve her or his economic well-being and personal dignity through opportunity.
- Harness aid to be more accountable, transparent and solutions-oriented, for lasting development.
- Enable access to and ensure use of reliable, affordable and appropriate healthcare in disadvantaged populations.
- Address issues of sustainable productivity not beneficiary by beneficiary, but system wide.
- Lay the foundation for peace and human security.
- Harness the capital and consumer markets that drive change by considering all costs and opportunities.
- Transform the way water is managed and provided, long-term, for both people and agriculture

Role and Importance of Social Entrepreneurship

- **Employment Development** The first major economic value that social entrepreneurship creates is the job and employment Estimates ranges from one to seven percent of people employed in the social entrepreneurship sector.
- **Innovation / New Goods and Services** Social entrepreneurs develop and apply innovation important to social and economic development and develop new goods and services. Issues addressed include some of the biggest societal problems such as HIV, mental ill-health, illiteracy, crime and drug abuse which, importantly are confronted in innovative ways.
- **Equity Promotion** social entrepreneurship fosters a more equitable society by addressing social issues and trying to achieve ongoing sustainable impact through their social mission rather than purely profit-maximization. Another case is the American social entrepreneur J.B. Schramm who has helped thousands of low-income high-school students to get into tertiary education.

Social Entrepreneur

A social entrepreneur is somebody who takes up a pressing social problem and meets it with an innovative or path breaking solution.

Since profit making is a secondary objective, therefore they are people who are passionate and determined about what they do. They possess a very high level of motivation and are visionaries who aim at bringing about a change in the way things are.

Qualities of Social Entrepreneurs

Ambitious: Social Entrepreneurs tackle major social issues, from increasing the college enrolment rate of low-income students to fighting poverty. They operate in all kinds of organizations: innovative non-profits, social- purpose ventures, and hybrid organizations that mix elements of non-profit and for-profit organizations.

Mission driven: Generating social value —not wealth—is the central criterion of a successful social entrepreneur. While wealth creation may be part of the process, it is not an end in itself. Promoting systemic social change is the real objective.

Strategic: Like business entrepreneurs, social entrepreneurs see and act upon what others miss: opportunities to improve systems, create solutions and invent new approaches that create social value.

Resourceful: Because social entrepreneurs operate within a social context rather than the business world, they have limited access to capital and traditional market support systems. As a result, social entrepreneurs must be skilled at mobilizing human, financial and political resources.

Results oriented: social entrepreneurs are driven to produce measurable returns. These results transform existing realities, open up new pathways for the marginalized and disadvantaged, and unlock society's potential to effect social change

Sources of Skill Development Programme:

Skill India:

- Skill India Mission is an initiative of the government of India Skill India is an initiative of the Government of India. It was launched on July 15, 2015 for skill development in youth all over India by honourable Prime Minister Shri. Narendra Modi with the aim to train 40 crore people in India in different skill by 2022.
- Skill India program is totally based on training and after completing this program the candidates will get a certificate which is valid in both public company as well as private company.
- National Skill Development Mission
- National Policy for Skill Development and Entrepreneurship, 2015
- Pradhan Mantri Kaushal Vikas Yojana (PMKVY)
- Programme aims to impart skill training to youth with focus on first time entrants to the labour market and class 10 and class 12 drop outs.
- The scheme will cover 24 lakh persons & skill training would be based on the National Skill Qualification Framework (NSQF) and industry led standards.
- Programme will be implemented by the Union Ministry of Skill Development and Entrepreneurship through the National Skill Development Corporation (NSDC) training partners.
- Training would include soft skills, personal grooming, behavioural change for cleanliness, good work ethics.

Available Sectors of Skill Development:

- Agriculture
- Apparel Made Ups & Home Furnishing
- Automobile / Auto components
- Banking, Financial Sector and Insurance
- Beauty & Wellness
- Electronics & Hardware
- Food Industry
- Gems and Jewellery
- ITES-BPO

- Retail
- Telecom

Requirements for Admissions

- Enrollment Form
- Age Proof (10th Certificate/Date of Birth/Passport/Pan Card)
- Qualification Proof of Student (as per course)
- Passport Size Color Photograph
- Aadhar Card
- Bank Details – New Bank Account to open in SBI/BOI Bank ONLY
- Assessment Fee
- Declaration – I know the Scheme
- Undertaking to Bank – 3 Copies
- Standing Instruction to Bank – 3 Copies

Facilitator's Guide

Employability Skills can be defined as the transferable skills needed by an individual to make them 'employable'. Along with good technical understanding and subject knowledge, employers often outline a set of skills that they want from an employee.

What is employability Skills?

Knowledge in a specific career

Examples:

- An electrician knows wiring
- An auto mechanic knows engine repair

Universal Employability Skills:

1. Communication Skills
2. Teamwork Skills
3. Self-Motivated/Ability to work with little or no supervision
4. Problem-Solving/Decision-Making, Reasoning/Creativity skills
5. Dedication/Hardworking/Work Ethic
6. Planning/Organizing Skills

7. Dependability/Reliability/Responsibility
8. Adaptability
9. Availability/Flexibility
10. Honesty/Integrity/Morality—Character Counts!
11. Computer/Technical Skills
12. Interpersonal Abilities
13. Self-Presentation Skills
14. Multi-Tasking Skills
15. Positive Attitude/Motivation/Energetic
16. Self-Confidence
17. Leadership/Management Skills
18. Multicultural Sensitivity/Awareness
19. Loyalty
20. Professionalism
21. Willingness to Learn
22. Common Sense

Communication Skills:

The ability to speak and write clearly and concisely is a skill that is most sought after. Employers often feel that a candidate who is able to listen carefully and can convey his thoughts and ideas will add to the effectiveness of the workforce. The Hindustan Times published an article entitled, "97% graduates cannot speak English fluently, which stated that most of the students lacked English language proficiency. The desirable skills and attributes for professionals include the ability to communicate effectively, both verbally and in writing, to peers, the employers, client and the community; engineers should be bilingual".

Teamwork

A teamwork as “a set of interrelated thoughts, actions and feelings of each team member that are needed to function as a team and that combine to facilitate coordinated, adaptive performance and task objectives resulting in value-added outcomes. Employers look forward to hiring candidates who can work collaboratively in a professional manner for a common goal. Cooperation and mutual respect in a diverse group are seen as a winning combination. Candidates who are comfortable and happy to cooperate in a team appeal the most to the employers.

Problem-solving skills:

The ability to view problems and challenges practically and to have creativity, analytical approach to solve problems and issues is an ability not all candidates possess. It has been documented “employers rarely explicitly list problem-solving as a key skill, but they do frequently mention critical thinking, initiative, adaptability, and leadership.” If the candidate can weigh the situation or analyse it from different angles, he or she can demonstrate problem-solving skills. This, in a way, conveys his or her potential to be a decision maker.

Initiative and Enterprising:

The confidence to take initiative is the characteristic of a true leader. Being “enterprising” is not the same as having an ambition to be self-employed. Rather it is someone who is characterized by a particular mix of individuality, creativity and leadership. These are key skills and increasingly demanded by academic and non-academic employers and research organizations.

Planning and organizing:

The habit to work in an unorganized way that leads to confusion and loss of time and effort can be a weakness in a candidate. Successful people and thriving organizations boost of particular planning and execution as the key to their success. However, when an individual displays these skills, he or she displays clarity of thought and precision that will alleviate the organization he works for.

Deal with your ability to design, plan, organize and implement projects and tasks within an allotted timeframe. Also involves goal-setting.

In this regard, “What do employers really want? Top skills and values employers seek from jobseekers,” describe planning/organizing as a skill that “deals with your ability to design, plan, organize, and implement projects and tasks within an allotted timeframe. It also involves goal-setting.”

Interpersonal skills:

The large amount of time spent in any workplace demands that the people relate to their co-workers and learn to cooperate and motivate each other. In fact, “employers increasingly place value on workers who get along with people at all levels, from the mailroom staff to the president.” The ability to share a comfortable understanding with colleagues irrespective of their diverse opinion, expertise, and background builds strong workforce based on interpersonal relationships. Hence, the ability to have cordial relationship with people in one’s personal and professional life displays interpersonal skills that can be a great advantage.

Adaptability or Flexibility:

Deals with your ability manage multiple assignments and tasks, set priorities and adapt to changing conditions and work assignments.

This refers to one’s openness to new ideas and situations. Certainly, “one of the greatest challenges presented to all employees today is dealing with uncertainty.” With the pace at which technology grows, employees must adapt to new concepts and, with workplaces expanding across the globe, employees have to learn to adapt to and accommodate any new situations, ideas, technologies, and so forth.

Negotiation skills:

“Influence is a broad concept, involving the effect on each person of the whole context in which the discussion takes place.” Furthermore, “persuasion involves all those skills of argument and discussion that can be used by one person to obtain another’s agreement.” As such, persuasion and the ability to convince others are attributes of a confident and focused individual. They often come with being well informed and having good communication skills. Therefore, negotiation skills can easily prove the candidate’s capability to convince others and help make a unanimous decision.

Commercial awareness:

This reflects professional insight and awareness of the competition in the market. In other words, “commercial awareness requires some knowledge of the professional or financial context in which firms, transactions, or situations exist and operate.” It equips the person with information related to the minor details of the competitors and their products and services. It

helps them prepare and perform better in any competition.

Lifelong learning:

A student with a degree in any branch of Arts, Engineering, and Science etc. must learn the tricks of the profession by joining the job. Hence, students who show an aptitude to learn are always preferred to students who demonstrate a know-it-all attitude. The students should not just “emerge from the academic setting with the competency to recognize a need for lifelong learning, but he or she should have the ability to actively pursue the acquisition of knowledge” A self-motivated and eager-to learn graduate will easily adapt to the industry he or she joins. Therefore, employers want lifelong learners rather than learned people.

Personal Values:

Honesty/Integrity/Morality:

Employers probably respect personal integrity more than any other value.

Sample bullet point for your resume or cover letter:

- Seasoned professional whose honesty and integrity provide for effective leadership and optimal business relationships.

Dedication/ Hard-working work ethic/ Tenacity:

Employers seek job-seekers who live what they do and will keep at it until they solve the problem or get the job done.

Sample bullet point for your resume or cover letter:

- Dependable, responsible contributor with commitment to excellence and success.

Adaptability/ Flexibility:

Deals with openness to new ideas and concepts, to working independently or as part of a team, and to carrying out multiple tasks or projects.

Sample bullet point describing this skill:

Highly adaptable risk-taker who is open to new ideas.

Loyalty:

Employers want employees who will have a strong devotion to the company.

Sample bullet point describing this skill:

- Loyal and dedicated manager with an excellent work record.

Positive Attitude/Motivation/Energy/Passion

The job-seekers who get hired and the employees who get promoted are the ones with drive and passion – and who demonstrate this enthusiasm through words and actions.

Sample bullet point describing this skill:

- Energetic performer consistently cited for a passion for work, sunny disposition, and upbeat, positive attitude.

Professionalism:

Deals with acting in a responsible and fair manner in all your personal and work activities, which is seen as a sign of maturity and self-confidence; avoid being petty.

Sample bullet point describing this skill:

- Conscientious go-getter who is highly organized, dedicated, and committed to professionalism.

Self-Confidence

Look at it this way: If you don't believe in yourself, in your unique mix of skills, education, and abilities, why should a prospective employer? Be confident in yourself and what you can offer employers.

Sample bullet point describing this skill:

- Confident, hard-working employee who is committed to achieving excellence.

Self-Motivated/Ability to Work with little/No Supervision:

While teamwork is always mentioned as an important skill, so is the ability to work independently, with minimal supervision.

Sample bullet point describing this skill:

- Highly motivated self-starter who takes initiative with minimal supervision.

Willingness to Learn:

No matter what your age, no matter how much experience you have, you should always be willing to learn a new skill or technique. Jobs are constantly changing and evolving, and you must show an openness to grow and learn with that change.

Sample bullet point describing this skill:

- Enthusiastic, knowledge-hungry learner, eager to meet challenges and quickly assimilates new concepts.

MODULE – XX

SOCIAL HARMONY AND NATIONAL INTEGRATION

Objective:

- To encourage youth to imbibe values of social communal harmony for promoting National Unity.
- To develop a sense of peaceful co-existence among the youth.
- To develop a cadre of trained youth for the promotion of Social Harmony and National Integration.
- To gain information about Gandhian Values.

Materials:

Computer, LCD Projector/ flip charts, whiteboard and markers

Activity No	Topic	Methodology	Duration
1	Gandhian Values-Truth and Non-violence	Power point presentation and discussion	90 Minutes
2	Equality, Simplicity	Power point presentation and discussion	
3	Patriotism (Article 51A Fundamental Duties)	Power point presentation and discussion	

Facilitator Guide

TRUTH AND NON-VIOLENCE:

The idea of truth and non-violence is at the core Mahatma Gandhi's political thought. But he himself confesses that non-violence or 'ahimsa' was not his inborn virtue. He simply states: "In the journey searching for truth I find ahimsa. I have only retrieved it, never discovered a new."

The truth and ahimsa are closely integrated with his philosophy of life. He used to believe that ahimsa lies within the truth and similarly truth is in ahimsa. Once he thought that God is truth but later he observed that truth is God. So, he named his struggle 'Satyagraha'. The Satyagrahi will be the worshipper of non-violence which will be his life and duty.

Gandhi dedicated his life to the wider purpose of discovering truth, or Satya. He tried to achieve this by learning from his own mistakes and conducting experiments on himself.

Ahimsa or Non-Violence is the central concept of Gandhi's philosophy.

- According to Gandhi, Ahimsa or Non-Violence has a positive meaning also. In positive sense Non- Violence means 'love'. It means love towards all living creatures.
- The concept of non- violence is extended not only means to human love but love towards all sentient creatures of the world. That means one should not love only human being but every living being in the world.
- A person claims to be non-violent, he is expected not to be angry with one who has injured him. He will not wish him harm; he will wish him well. He will not swear at him, and he will not cause him any physical hurt. He will put up with all the injury to which he is subjected by the wrong-doer.
- Non-Violence is complete innocence. Complete Non-Violence is complete absence of ill-will against all that lives. Therefore, it embraces even sub-human life not excluding noxious insects or beats. Non- Violence is, therefore, in its active form goodwill towards all life. It is pure love.
- Non-Violence is a higher value than life.
- Non-Violence to be an ultimate value on three grounds.
 1. It is universally applicable.
 2. It enhances all other values without detracting from any.
 3. It is unlimited in its application.

Gandhi's Equality:

'Untouchability poisons Hinduism as a drop of arsenic poisons milk.' –Gandhi on Equality

Gandhi perceived of equality as a means to reach simplicity and agape love, through which purity could be attained. Conceiving of the notion of untouchability as ludicrous as unjust for all men were allegedly equal, Gandhi enunciated the significance of acknowledging the equality of all humans, regardless of races – Blacks or Whites, ethnic groups, nationalities – English or Indians, religious groups, social class – Untouchables or Royals, for Gandhi was inclined to impart the fact that all men were equal, according to the Satya and the notion of Simplicity.

Gandhi's Simplicity:

'...reducing myself to zero...' – Gandhi on Simplicity

Gandhi earnestly believed that a person involved in public service should lead a simple life. He first displayed this principle when he gave up wearing western-style clothing, which he associated with wealth and success. When he returned to India he renounced the western lifestyle he led in South Africa, where he had enjoyed a successful legal practice.

Gandhi dressed to be accepted by the poorest person in India, advocating the use of homespun cloth (khadi). He and his followers adopted the practice of weaving their own clothes from thread they themselves spun on a charkha, and encouraged others to do so. While Indian workers were often idle due to unemployment, they had often bought their clothing from industrial manufacturers owned by British interests. The Swadeshi movement held that if Indians made their own clothes, it would deal an economic blow to the British establishment in India. Gandhian simplicity was a sign and expression of swadeshi principles. Consequently, the charkha was later incorporated into the flag of the Indian National Congress. He subsequently wore a dhoti for the rest of his life to express the simplicity of his life.

The practice of giving up unnecessary expenditure, embracing a simple lifestyle and washing his own clothes, Gandhi called "reducing himself to zero". On one occasion he returned the gifts bestowed to him from the Natal for his diligent service to the community.

Gandhi spent one day of each week in silence. He believed that abstaining from speaking brought him inner peace and made him a better listener. This influence was drawn from the Hindu principles of mauna (Sanskrit:मौनं — silence) and shanti (Sanskrit:शान्ति — peace).

On such days he communicated with others by writing on paper. For three and a half years, from the age of 37, Gandhi refused to read newspapers, claiming that the tumultuous state of world affairs caused him more confusion than his own inner unrest.

After reading John Ruskin's *Unto This Last*, he decided to change his lifestyle and create a commune called Phoenix Settlement

Patriotism (Article 51 A Fundamental Duties)

- To abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- To cherish and follow the noble ideals which inspired our national struggle for freedom;
- To uphold and protect the sovereignty, unity and integrity of India;
- To defend the country and render national service when called upon to do so;
- To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- To value and preserve the rich heritage of our composite culture;
- To protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- to develop the scientific temper, humanism and the spirit of inquiry and reform;
- To safeguard public property and to abjure violence;
- To strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavor and achievement;
- Who is parent or guardian to provide opportunities for education to his child, or as the case may be, ward between the age of six and fourteen years.

MODULE -XXI

VALUE EDUCATION

Objectives:

On the successful completion of the session, participants will be able to

- To aid students in making correct choices/decisions
- To inspire them to choose their own personal, social, moral and spiritual values
- To create awareness on practical methods that lead to personal and societal development.
- To help people realize the importance of Civic Sense.
- To provide general prevalence about the concept of Civic Sense
- To motivate people by spreading awareness regarding Civic Sense.

Material:

Computer, LCD Projector/ flip charts, whiteboard and markers

Activity No	Topic	Methodology	Duration
1	Value Education	Brainstorming, Discussion, Presentation & Interaction	90 Minutes
2	Human Values		
3	Social Values		
4	Moral Values		
5	Civic Sense		
6	Manners and Etiquettes		

Facilitator's Guide

Value Education

- Promotes analyzing capacity - responding to the questions on values and its implications on life demands thinking and reflecting.
- Enhances writing skills – without fluency and accuracy in writing, the tests could not be completed

The need of VALUE EDUCATION...

We want that education by which character is formed, strength of mind is increased, the intellect is expanded. And by which one can stand on one's own feet.

-- *SWAMI VIVEKANADHA*

Benefits of Study:

- To initiative for a better society
- To proper awareness regarding Civic sense and it's lack
- To generate motivation within the audience to bring a difference
- To learn about values
- To realize the importance of values
- To make a starting point

What are values?/Why do we need values?

- Values are a set of principles or standards of behavior
- Values help to achieve an amicable relationship with others
- A life without proper values becomes chaotic & disastrous

Sources of Values:

- Self
- Others (parents, teachers, friends, peers, elders)
- Organizations
- Written materials
- Tradition Customs
- Society
- Nation

- Religions

Types of Values:

- Personal Values
- Social Values
- Professional Values
- Moral or spiritual Values
- Behavioral Values

Personal Values:

<i>AID FOR SUCCESS</i>	<i>AID FOR PEACEFUL LIVING</i>	<i>AID FOR HAPPINESS</i>
Ambition	Honesty	Contentment
Determination	Courtesy	Self-Discipline
Self- Assessment	Humility& Simplicity	Sympathy& Compassion
Self- Confidence	Forgiveness	Gratitude

SOCIAL VALUES are always practiced in relation to our neighbours', community, society, nation & the world.

Society means people having shared customs, laws & organizations.

UNITS OF SOCIETY are Individual, family and community.

- Social consciousness
- Equality& brotherhood
- Dialogue
- Tolerance
- Co-operation
- Freedom
- Repentance& magnanimity

- Sharing
- Responsibility

Moral or Spiritual Values:

- Related to a person's innate ability to share, help, be good and be detached.
- Reveal self-control, self- purification and inner quality.
- Helps to be same in pleasure or pain
- To be same to a friend or a foe
- To be same whether respected or despised.
- To do a work without thinking of its fruits.
- Promote faith

Some of The Moral or Spiritual Values:

- Detachment
- Faith
- Loyalty
- Non – violence
- Obedience
- Prayer
- Purity
- Renunciation
- truthfulness

Values or Code of Behaviour to be followed in the Work Place are Professional Values

Skill Based	Mind Based	Behaviour Based	Physic Based
<i>Competence</i>	<i>Confidence</i>	<i>Accountability</i>	<i>Efforts</i>
<i>Efficiency</i>	<i>Devotion to duty</i>	<i>Respect for Learning\ learned</i>	<i>Avoidance of slothfulness</i>

	<i>Team spirit</i>	<i>Willingness for Discussion</i>	
	<i>Open & Balanced mind</i>		
	<i>Avoidance of Procrastination</i>		

BEHAVIOURAL VALUES are Good Manners that are Needed to make our Life Successful & Joyous

<i>INDIVIDUAL VALUES</i>	<i>GROUP VALUES</i>
Values practiced by an individual for his own benefit	Values practiced collectively by a group of people for the benefit of the society
<ul style="list-style-type: none"> • Good manners at the home & outside • Understanding the role of religion • Faith • Truthfulness • Patriotism • Tolerance • Non-violence 	<ul style="list-style-type: none"> • Understanding Commonness of religion • Respect for other faiths Unity in diversity • Common aim • United effort towards peace.

What is Value Inculcation?

Fixing up of values in mind is Value Inculcation.

Approaches of Value Inculcation

- Direct Approach- inculcated through curriculum/class room instruction
- Indirect Approach – inculcated through plays/movies/stories/ incidents. Mahatma Gandhi inculcated Truthfulness by watching Harichandra Katha
- Incidental Approach is the most effective approach. A person inculcates certain values through his/her real life experiences. Ex- A student becoming punctual after missing an exam due to late coming
- Inculcation of values happens incidentally.

Facilitator's Guide

Civic Sense:

Civic Sense is the unspoken norms which helps to run the Society Smoothly

Civic Sense The term civic sense is composed of two words. "Civic" and "Sense". Civic means city or town, and the word sense means awareness about something so we can say: Understanding of the structure, formation and ingredients of a society along with the responsibility of a citizen is known civic sense.

Why we are lacking civic sense?

This attitude is prevalent across all sections of our society. People today are so driven towards their personal goals that civic sense as an ethic has become a low priority, almost a nuisance. Civic sense is all about social ethics. It is consideration by the people for the unspoken norms of society. A lot of people assume that civic sense is just about keeping the roads, streets and public property clean. But civic sense is more than that. It has to do with law-abiding, respect for fellow men and maintaining decorum in public places.

Redefining Civic Sense?

Civic sense is all about having consideration for a fellow human being while living in a civilized society like :

- Being polite
- Showing consideration to the elderly, women, children and disabled people
- Driving in one's lane without honking
- Throwing one's garbage in dustbins
- Smoking only at designated places.

What we should do?

- Respecting one another
- Do no spit on roads, streets and public places

- No loud music
- No pressure horns
- Garbage in bins
- Help in times of difficulty
- Follow traffic signals
- Obey rules while you are being observed or not (meat)
- Respect elders specially the old age people on buses, banks and other places
- No smoking on public places
- Parking on right place
- Work together in a society for its progress and development
- No wall chocking
- Carefully use the public facilities provide Government and private sector
- Guide if you know well
- Follow the queues and wait for your turn
- Religious harmony
- Respect for minorities
- Stop or report water leakage nearby
- Switch off electricity appliances where not required
- Volunteer for welfare
- Using unlicensed vehicles
- Underage kids driving on roads with or without parents etc.

Responsibility

- Government
- Law Enforcement institutions .i.e. City Police
- Text book board
- Media
- Religious scholars
- Civil society
- You and Me

Need of the Hour?

- Facilitate the public where necessary (Garbage containers must be placed on fixed places)
- Educate / motivate people on mass level
- Organize Training sessions
- Formulation of law
- Advocacy campaign
- Check for commitment to law
- Punishments for ignoring law

Self-Responsibility

If we want a change, we must change ourselves. Civic sense is a belief in hygiene, respect for other members of society, and humane behavior.

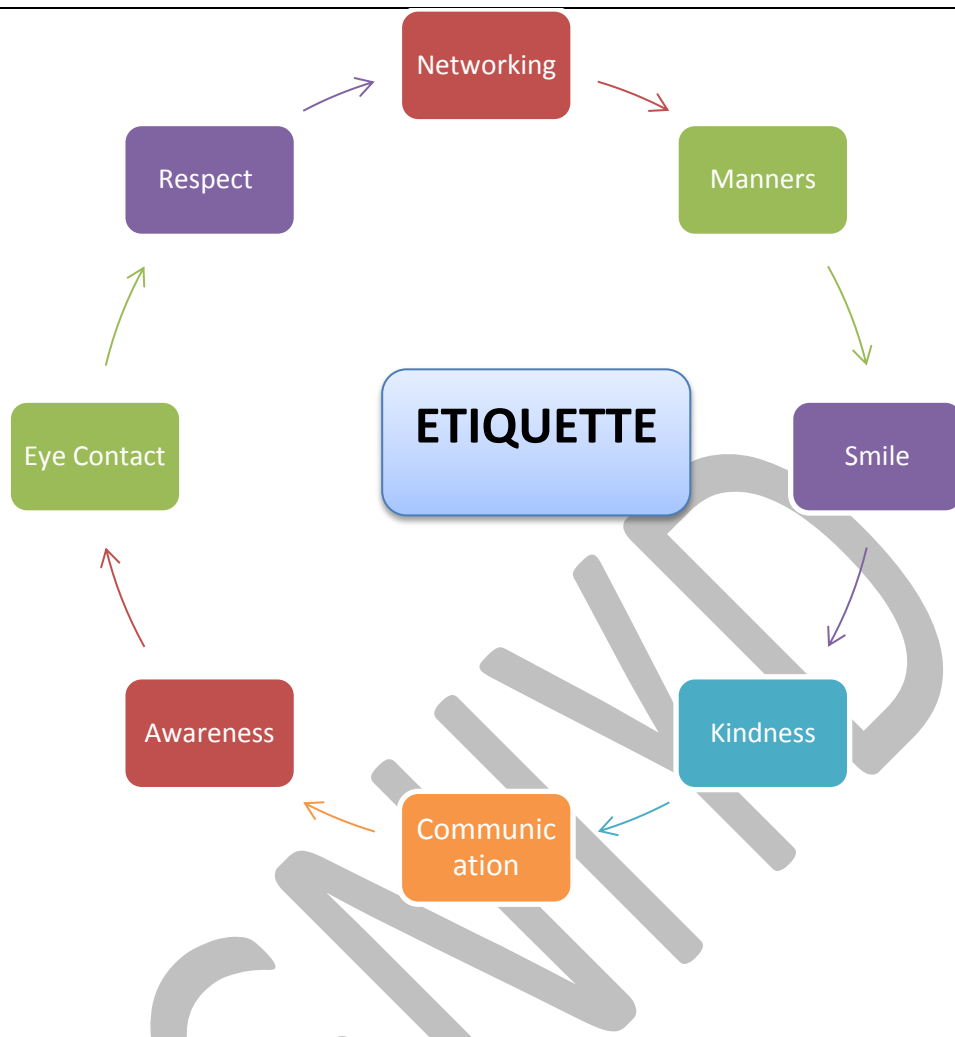
With such small steps we can impart our society about civic sense and its importance in life. If we do so, we are not only making ourselves a better human being but also doing our bit for the future of our country.

Facilitator's Guide

Good Manners and Etiquettes:

What is Etiquette? :

Etiquette in simpler words is defined as good behaviour which distinguishes human beings from animals. Etiquette means behaving yourself a little better than a absolutely essential. Etiquette refers to guidelines which control the way a responsible individual should behave in the society.



Need for Etiquettes :

- Need for Etiquettes Etiquette makes you a cultured individual who leaves his mark wherever he goes.
- Etiquette teaches you the way to talk, walk and most importantly behave in the society.
- Etiquette is essential for an everlasting first impression. The way you interact with your superiors, parents, fellow workers, friends speak a lot about your personality and up- bringing.
- Etiquette enables the individuals to earn respect and appreciation in the society. No one would feel like talking to a person who does not know how to speak or behave in the society. Etiquette helps individuals to value relationships.

Types of Etiquettes:

- Eating Etiquettes
- Telephone Etiquettes

- Corporate Etiquettes
- Meeting Etiquettes
- Business Etiquettes
- Social Etiquettes

Eating Etiquette: Individuals must follow certain decorum while eating in public.

- Wash your hand before and after the meal
- Don't make noise while eating. One should not leave the table unless and until everyone has finished eating.
- Chew with your mouth closed
- Hold your utensils properly
- Wait to be served
- Ask for whatever you want instead of reaching out directly or pointing at dishes
- Don't talk with food in your mouth
- Don't talk on your cell phone during the meal and if you want to get up in between, ask to be "excused"
- Don't put your elbows on the table

Telephone Etiquette: It is essential to learn how one should interact with the other person over the phone.

- Telephone etiquette refers to the way an individual should speak on the phone.
- Ensure the number is correct
- Identify yourself immediately, don't make them guess who is calling
- Never put the other person on long holds. Make sure you greet the other person.
- Take care of your pitch and tone
- Know how to answer the phone
- Don't spend hours talking
- Don't interrupt while the other person is speaking.
- Observe courtesies like "Hello", "Please", "Thank you" and "good bye"
- Ask them if it's convenient to talk now. make sure you are not disturbing them
- If you dial up wrong number, apologize don't just hang up

Corporate Etiquette- Corporate Etiquette refers to how an individual should behave while he is at work.

- Each one needs to maintain the decorum of the organization.
- Treat your co-workers, cleaners, maintenance people and other with respect and courtesy
- Show respect for each others workspace, knock before entering
- Don't gossip about any co-workers private life
- Reach office on time
- Take responsibility for your mistakes, apologize and go about correcting the mistakes
- Keep your work area tidy, try not to be messy
- Always give respect to older than yourself even if they are junior to you in position
- Put your phone on silent or vibrating mode at workplace
- Make sure you turn off the monitor while you go out for lunch or tea breaks
- Never wear casual wears at work. and females should avoid wearing heavy jewelry at work

Meeting Etiquette: Meeting Etiquette refers to styles one need to adopt when he is attending any meeting, seminar, presentation and so on.

- Listen to what the other person has to say.
- Never enter meeting room without a notepad and pen. It is important to note down important points for future reference
- Pay attention to the proceedings quietly, don't shuffle your papers
- Do not dominate the meeting. All communication must take place through the chairperson
- Never be late for Meeting, it is extremely rude to arrive late for meeting
- Meeting should have a break every two hours. breaks should be 20 minutes long and meal break should be 30 minutes long
- Do not leave the meeting until it is closed by the chairperson
- As the meeting leader, Thank people for attending and request feedback
- As the participant, provide your feedback

Business Etiquette: Business Etiquette includes ways to conduct a certain business.

- Don't ever cheat customers. It is simply unethical.
- Your customers rely on your expertise and knowledge. So, be helpful and honest

- If there is conflict, do not get personal in your remarks
- Keep calm.do not lose your temper
- The old adage that the customer is always right
- If you have a website it should be a pleasure not a pain to visit
- Keep your website informative and helpful
- Speak softly, clearly with good eye contact to your customers
- If you employ a receptionist, make sure that they do not take out their frustration on your clients

Social Etiquette: Social etiquette is important for an individual as it teaches how to behave in the society

- Say Thank you always, Specially when someone holds or open the door for you
- Walk on the sides of the road
- Don't talk while you cross a road or driving a vehicle
- Wear headphones when you listening a music in public
- Do not smoke in prohibited places
- Leave the seats for ladies and disabled persons in bus or train, if possible to conclude, etiquette transforms a man into a gentleman.
- Take permission to enter in someone's personal room
- Be on time
- Talk quietly
- Don't split in public place
- Do not cough or sneeze in anyone's direction. use a tissue, if possible
- Don't talk behind others back Don't swear-It impresses nobody

MODULE -XXII

Flagship Programmes of the Central/ Tamil Nadu State Government

Objectives:

After completing this lesson, you will be able to:

- To gain basic information about flagship programme of the central and state.
- To make the participants aware of schemes benefits, outcome, qualification.
- To know the various aspects of the Tamil Nadu State Government.
- To know about importance of the schemes

Materials:

Computer, LCD Projector/ flip charts, whiteboard and markers

Activity No	Topic	Methodology	Duration
1	Digital India, Jandhan Yojana, Skill India, Beti Bachao Beti Padhavo (Save Girl Child)	Brainstorming, Discussion, Presentation & Interaction	30 Minutes
2	SBA, MNREGA, Old age pension, Maternity benefits	Brainstorming, Discussion, Presentation & Interaction	30 Minutes
3	State Governments Schemes/ Programmes	Brainstorming, Discussion, Presentation & Interaction	30 Minutes

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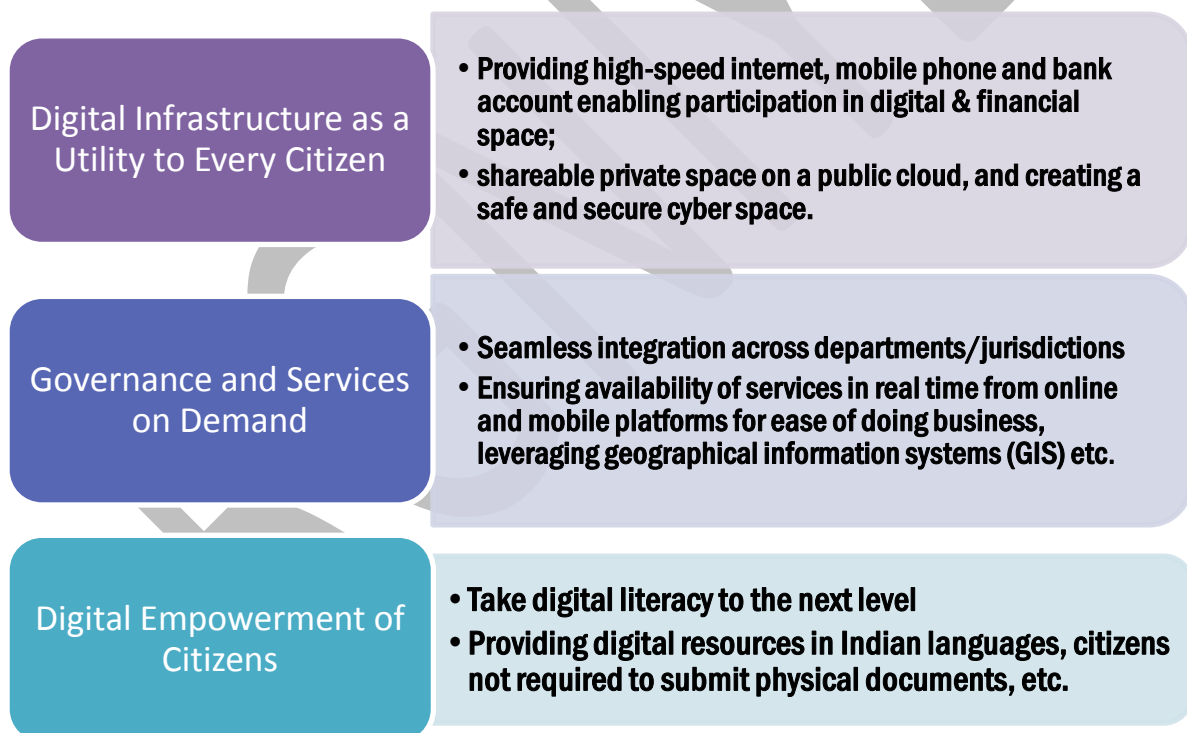
What is Digital India?

- Digital India is a Programme to prepare India for a knowledge future.
- The focus is on being transformative – to realize IT + IT = IT
- The focus is on making technology central to enabling change.
- It is an Umbrella Programme – covering many departments.

- It weaves together a large number of ideas and thoughts into a single, comprehensive vision so that each of them is seen as part of a larger goal.
- Each individual element stands on its own. But is also part of the larger picture.
- It is coordinated by DeitY, implemented by the entire government.
- The weaving together makes the Mission transformative in totality

The Programme:

- Pulls together many existing schemes.
- These schemes will be restructured and re-focused.
- They will be implemented in a synchronized manner.
- Many elements are only process improvements with minimal cost,
- The common branding of programmes as Digital India highlights their transformative impact.



Nine Pillars of Digital India:

1. Broadband Highways
2. Universal Access to Phones

3. Universal Access to Phones
4. E-Governance – Reforming government through Technology
5. EKranti – Electronic delivery of services
6. Information for All
7. Electronics Manufacturing – Target NET ZERO Imports
8. IT for Jobs
9. Early Harvest Programmes

Broadband Highways:

- Broadband for All – Rural: 2,50,000 village Panchayats to be covered under the National Optical Fibre Network (NOFN).
- Broadband for All – Urban: Virtual Network Operators would be leveraged for service delivery and communication infrastructure in new urban developments and buildings would be mandated.
- National Information Infrastructure (NII): NII would integrate the network and cloud infrastructure in the country to provide high speed connectivity and cloud platform to various government departments up to the panchayat level.

Universal Access to Phones:

- Plan seeks to provide mobile coverage in a phased manner to the remaining 55,619 villages in the country. The total project cost will be around Rs.16,000 Cr (appx. US\$ 2.3 billion) during 2014-18.

Public Internet Access Programme

- **Common Service Centres (CSCs):** CSCs would be strengthened and increased from the current 135,000 to 250,000. CSCs – one in each Gram Panchayat, would be made viable & multi-functional end-points for delivery of government services.
- **Post Offices as Multi-service centres:** 150,000 Post Offices to be converted into multi service centres.

E-governance:

- Online applications and tracking, Form simplification and field reduction.
- Online repositories - Use of online repositories (e.g. for certificates, educational degrees, identity documents, etc.) so that citizens are not required to submit these documents in physical form.

E-Kranti:

- The biggest programme within Digital India and focusses on a mobile-first approach.
- Integration of services and platforms e.g. Aadhaar platform of Unique Identity Authority of India (UIDAI), payment gateway, Mobile Seva platform etc.
- There are 44 Mission Mode Projects under e-Kranti, which are at various stages of implementation.
- **E-Education:** Free wi-fi in all schools and providing massive online open courses (MOOCs)
- **E-Healthcare:** online medical consultation, online medical records, online medicine supply, pan-India exchange for patient information, etc.
- **Technology for Farmers:** real time price information, online ordering of inputs and online cash, loan, and relief payment with mobile banking.
- **Technology for Security:** Mobile based emergency services and disaster related services on real time basis.
- **Technology for Cyber-security:** National Cyber Security Co-ordination Centre would be set up to ensure safe and secure cyber-space within the country.
- **Technology for Financial Inclusion:** Through use of mobile banking, Micro-ATM program and CSCs/ Post Offices.
- **Technology for Justice:** e-Courts, e-Police, e-Prosecution etc.

Information for all:

- **Open Data platform:** <http://data.gov.in> facilitates proactive release of datasets in open format by the ministries/departments for use, reuse and redistribution. Provides open and easy access to information for citizens
- **Engagement through social media:** Pro-actively engage through social media and web based platforms to inform and interact with citizens.
- **MyGov.in:** This website crowdsources ideas from the public for design of

programmes such as better traffic management, using big data for making cities smarter etc.

- **Online messaging:** Online messaging to citizens on special occasions/programs would be facilitated through emails and SMS.

Electronics Manufacture:

- This pillar focuses on promoting electronics manufacturing in the country with the target of NET ZERO Imports by 2020 as a striking demonstration of intent.

IT for Jobs:

This pillar focuses on providing training to the youth in the skills required for availing employment opportunities in the IT / ITES sector. Components of this pillar include:

- Train 10 million students from smaller towns & villages for IT sector jobs over 5 years.
- Setting up BPOs in every north-eastern state to facilitate ICT enabled growth in these states.
- Training 300,000 service delivery agents as part of skill development to run viable businesses delivering IT services.
- Training 500,000 Rural Workforce on Telecom and Telecom related services

Early Harvest Programmes:

- IT platform for sending messages.
- E-greetings portal on Mygov.in
- Biometric attendance.
- Wi-fi in all universities.
- Secure email for government officials.
- Standardized government email design.
- Public Wi-fi spots in all cities with 1 million population and at tourist hubs.
- School books to be e-books.
- SMS-based weather information and disaster alerts.
- National portal for lost and found children - <http://khoyapaya.gov.in/mpp/home>

Jan Dhan Yojana:

- It is scheme launched by the Prime Minister of India, Narendra Modi on 28 August 2014 to provide FINANCIAL INCLUSION to the country.
- Financial Inclusion:-delivery of financial services at affordable costs to sections of disadvantaged and low-income segments of society and timely and adequate credit to the weaker sections and low –income groups.
- Financial services it includes banking, insurance, pension, RuPay card etc.
- Jan-Dhan Yojana roughly translates into English as “People’s Wealth Scheme”.

Aim of PMJDY:

- To bring poor financially excluded people into banking system.
- It covers both urban & rural areas.
- Raise of Indian Economy.
- To decrees corruption in Govt subsidy schemes.
- Digital India – Basic accounts services available on simple phones.

Features of the scheme include:

- ✚ No minimum balance required.
- ✚ Interest on deposit.
- ✚ Accidental insurance cover of Rs.100,000.
- ✚ Life insurance cover of Rs.30,000/-.
- ✚ Easy Transfer of money across India.
- ✚ Beneficiaries of Government Schemes will get Direct Benefit Transfer in these accounts.
- ✚ Overdraft facility of up to Rs.5000/- will be permitted (only one account per household, preferably lady of the household), after satisfactory operation of the account for 6 months.
- ✚ RuPay Debit Card will be provided (must be used at least once in 45 days.).
- ✚ Access to Pension.

Documents Required to Open the Account

- 🇮🇳 A voter identification card issued by the election commission of India (ECI).
- 🇮🇳 A personal account Number or PAN Card.
- 🇮🇳 Ration Card with any photo proof, Aadhaar card.
- 🇮🇳 Valid Id proof from Government Organisation.
- 🇮🇳 A letter from the Sarpanch of the village with a valid photograph.
- 🇮🇳 A job card issued by NREGA and signed by state official.

PARTICIPANTS	
Nationalized Banks	Private –Sector Banks
• SBI • Bank of Baroda • Bank of India • Canara Bank • IDBI Bank • Indian Bank • PNB • Union Bank of India • Oriental Bank of commerce	• Axis Bank • Federal Bank • HDFC Bank • ICICI Bank • Indus Bank • ING Vysa Bank • Andhra Bank • YES Bank • Kotak Mahendra Bank • Karnataka Bank

Digital Literacy:

“Digital Literacy is the ability of individuals and communities to understand and use digital technologies for meaningful actions within life situations”

- ❖ Making one person in every family digitally literate
- ❖ Project to cover 5.25 million

Two levels of training under the SCHEME

Level 1: Appreciation of Digital Literacy

Citizens will be trained to operate digital devices, like mobile phones, tablets, etc., send and receive emails and search Internet for information, etc.

Level 2: Basics of Digital Literacy

Citizens would also be trained to effectively access the various e-Governance services being offered to the citizen by the Government and other agencies.

Eligibility Criteria

Level 1 : Non-IT literate - Illiterate and up to 7th standard pass

Level 2 : Non-IT literate with at least 8th standard pass

Age : 14 to 60 years

Skill India:

- Skill India is an initiative of the Government of India. It was launched by Prime Minister Narendra Modi on 15th July 2015 with an aim to train over 40 crore people in India in different skills by 2022.
- The initiatives include National Skill Development Mission, National Policy for Skill Development and Entrepreneurship 2015, Pradhan Mantri Kaushal Vikas Yojana (PMKVY) scheme and the Skill Loan scheme.
- Skill India won't be just a programme but a movement. Here, youth who are jobless, college and schools dropouts, along with the educated ones, from rural and urban areas, all will be given value addition.

Vision:

NSDC was set up as part of a national skill development mission to fulfill the growing need in India for skilled manpower across sectors and narrow the existing gap between the demand and supply of skills. There is a compelling need to launch a world-class skill development program in a mission mode that will address the challenge of imparting the skills required by a growing economy.

Mission:

Upgrade skills to international standards through significant industry involvement and develop necessary frameworks for standards, curriculum and quality assurance. Play the role of a "market-maker" by bringing financing, particularly in sectors where market mechanisms are ineffective or missing. Vision & Mission

Features:

- The emphasis is to skill the youths in such a way so that they get employment and also improve entrepreneurship.
- Provides training, support and guidance for all occupations.
- The training programmes would be on the lines of international level so that the youth of our country can not only meet the domestic demands but also of other countries like the US, Japan, China, Germany, Russia and those in the West Asia.

- Another remarkable feature of the Skill India programme would be to create a hallmark called 'Rural India Skill', so as to standardise and certify the training process.

BETI BACHAO, BETI PADHAO (SAVE GIRL CHILD)

On January 22, 2016 the day Prime Minister Narendra Modi announced his scheme of Beti Bachao, Beti Padhao.

Beti Bachao, Beti Padhao (Save girl child, educate a girl child) is a personal campaign of the Government of India that aims to generate awareness and improve the efficiency of welfare services intended for girls. It mainly targets the clusters in Uttar Pradesh, Haryana, Uttarakhand, Punjab, Bihar and Delhi.

The programme will be initiated with the launch of "Beti Bachao, Beti Padhao", a nation-wide campaign to increase awareness on celebrating the Girl Child & enabling her education. The campaign will be aimed at ensuring girls are born, nurtured and educated without discrimination to become empowered citizens of this country with equal rights. The Campaign will interlink National, State and District level interventions with community level action in 161 districts, bringing together different stakeholders for accelerated impact.

Objective:

- Prevent gender biased sex selective elimination
- Ensure survival & protection of the girl child
- Ensure education of the girl child

Strategies

- Implement a sustained Social Mobilization and Communication Campaign to create equal value for the girl child & promote her education.
- Place the issue of decline in CSR/SRB in public discourse, improvement of which would be an indicator for good governance.
- Focus on Gender Critical Districts and Cities low on CSR for intensive & integrated action.
- Mobilize & Train Panchayati Raj Institutions/Urban local bodies/ Grassroot workers as catalysts for social change, in partnership with local community/women's/youth

groups.

- Ensure service delivery structures/schemes & programmes are sufficiently responsive to issues of gender and children's rights.
- Enable Inter-sectoral and inter-institutional convergence at District/Block/Grass root levels.

Project Implementation:

The Ministry of Women and Child Development would be responsible for budgetary control and administration of the scheme from the Centre. At the State level, the Secretary, Department of Women and Child Development will be responsible for overall direction and implementation of the scheme.

MGNREGA:

The Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) is an Indian law introduced on 5th september'2005, that aims to guarantee the 'right to work' and ensure livelihood security in rural areas by providing at least 100 days of guaranteed wage employment in a financial year to every household whose adult members volunteer to do unskilled manual work.

Objective:

- Strong social safety net for the vulnerable groups by providing a fall-back employment source, when other employment alternatives are scarce or inadequate.
- Growth engine for sustainable development of an agricultural economy. Through the process of providing employment on works that address causes of chronic poverty such as drought, deforestation and soil erosion, the Act seeks to strengthen the natural resource base of rural livelihood and create durable assets in rural areas. Effectively implemented, NREGA has the potential to transform the geography of poverty.
- Empowerment of rural poor through the processes of a rights-based Law.
- New ways of doing business, as a model of governance reform anchored on the principles of transparency and grass root democracy

Salient Features of MGNREGA:

- Adult members of a rural household willing to participate, apply for registration either orally or in written to Gram Panchayat and after verification they'll be provided with a Job Card within 15 days(must be) with proper photographs of the members willing, free of cost!
- Employment will be given within 15 days of application for work, if it is not then daily unemployment allowance as per the Act, has to be paid liability of payment of unemployment allowance is of the States.
- Work should ordinarily be provided within 5 km radius of the village. In case work is provided beyond 5 km, extra wages of 10% are payable to meet additional transportation and living expenses.
- Wages are to be paid according to the Minimum Wages Act 1948 for agricultural laborers in the State, unless the Centre notifies a wage rate which will not be less than Rs. 60/ per day. Equal wages will be provided to both men and women.
- Wages are to be paid according to piece rate or daily rate. Disbursement of wages has to be done on weekly basis and not beyond a fortnight in any case.
- At least one-third beneficiaries shall be women who have registered and requested work under the scheme.
- Work site facilities such as crèche, drinking water, shade have to be provided.
- Permissible works predominantly include water and soil conservation, forestation and land development works. No contractors and machinery is allowed.
- A 60:40 wage and material ratio has to be maintained.
- The Central Government bears the 100 percent wage cost of unskilled manual labor and 75 percent of the material cost including the wages of skilled and semi-skilled workers

Application:

- Adult members of a rural household, willing to do unskilled manual work, may apply for registration in writing or orally to the local Gram Panchayat.
- After verification by gram panchayat, they issue a job card which bear the photograph of all the adult member of household.
- Job Card should be issued within 15 days of application. Job Card holder may submit a written application for employment to the Gram Panchayat.

- Gram Panchayat will issue a receipt of the written application, which give guaranteed job within 15 days.
- If job is not given within 15 days then daily unemployment allowance as per the Act, has to be paid.
- Work should be within 5 km radius of the village. If not then extra wages of 10% should be given.
- Wages should not be less than RS.60/day and it is different for different states.

Types of Works under MGNREGA:

- Flood control and protection works including drainage in water logged areas.
- Rural connectivity to provide all weather access.
- Water conservation and Water harvesting.
- Drought proofing (A-forestation and tree plantation).
- Irrigation canals.
- Provision of irrigation facility to land owned by SC/ST/beneficiaries under Indira Aawas-Yozna.
- Renovation of traditional water bodies De-silting of tanks.
- Land development

‘Sakshar Bharat’ (Literacy Programme):

- A flagship programme launched by the Prime Minister on 8th Sept.2009
- The objective is to impart basic literacy, basic education, vocational education and lifelong education to over 70 million persons
- Beneficiaries comprise of more than 80% women and a substantive number of SCs, STs and Muslims
- It is being implemented in rural areas of low female literacy districts through Panchayati Raj Institutions
- Each Gram Panchayat is provided with an Adult Education Centre (AEC or ‘Lok Shiksha Kendra’) managed by 2 ‘Preraks’ (motivators)
- In operation in 372 districts including some extremist affected districts.
- It aims to recast India's National Literacy Mission to focus on literacy of women,

which is expected to increase the literate population by 70 million adults, including 60 million women. The Mission goes beyond '3' R's (i.e. Reading, Writing & Arithmetic); for it also seeks to create awareness of social disparities and a person's deprivation on the means for its amelioration and general well-being.

Facilitator's Guide – The respective State Government Programs may be included in this section (As given below for the State of Tamil Nadu as an example)

TAMIL NADU STATE GOVERNMENT SCHEMES

NEW ENTREPRENEUR-CUM-ENTERPRISE DEVELOPMENT SCHEME (NEEDS)

The New Entrepreneur cum Enterprise Development Scheme (NEEDS) is a scheme promoted by the Directorate of Industries and Commerce, Government of Tamil Nadu. The objective of the scheme is to provide educated youth with opportunities for entrepreneurship by providing capital and interest subsidy.

Scheme Overview:

To providing opportunities for young / new educated entrepreneur with subsidy and support for starting a new venture. The scheme mainly target educated youth with any Degree, Diploma, ITI / Vocational Training from recognized Institutions.

Project Cost:

- Project cost above Rs.5.00 Lakhs and not exceeding Rs.1.00 Crore.
- Entrepreneur has to meet the cost of land, Rented/Leased Building, Technical Knowhow, Preliminary & Preoperative expenses, Working Capital Margin etc from his own source of funds.
- Cost of land may be included in the project cost at Guideline Value or Market Value, prevailing as on the date of filing loan application, whichever is lower.

Subsidy:

- 25% of the Project Cost subject to a ceiling of Rs.25.00 lakhs
- 3% Back Ended Interest Subsidy for Bank Assisted Projects / 3% Interest Subvention for TIIC Assisted Projects.
- However for projects costing more than Rs. 1.00 Crore, subsidy component will be restricted to Rs. 25.00 lakhs.

Place of Residence:

- The applicant should be a resident of Tamil Nadu state for not less than 3 years.

Age:

- General category - Minimum 21 years and Maximum 35 years
- Special category - 45 years for (SC/ST/BC/MBC/Ex-servicemen/ Minorities/Transgender/Differently abled persons)

Educational Qualification:

- Degree, Diploma, ITI / Vocational training from Recognized Institutions

Promoters Contribution:

- General category entrepreneurs - 10% of the project cost
- Special category Entrepreneurs - 5% of the project cost (SC/ST/BC/MBC/Ex-servicemen/Minorities/Transgender/Differentlyabled persons)

Reservation:

- SC : 18%
- ST : 1%
- Differently abled : 3%
- Under this scheme, at least 50% of the beneficiaries will be women with priority accorded to destitute women subject to the condition that they possess the required qualification.

Income ceiling:

- There will be no income ceiling under this scheme.

Training

- Compulsory EDP training will be given for 1 month with stipend.

Other conditions:

- Assistance under the Scheme is available only for NEW Projects for which loans sanctioned specifically under the NEEDS.
- Entrepreneurs who have already availed subsidy linked loans under other State Government / Government of India schemes such as Prime Minister Rojgar Yojana(PMRY), Rural Employment Generation Programme (REGP),Prime Minister's Employment Generation Programme (PMEGP), Unemployed Youth Employment

Generation Programme (UYEGP), Tamil Nadu Adi Dravidar Housing & Development Corporation Limited (TAHDSCO) and Self help group will not be eligible for assistance under NEEDS Scheme.

- The applicant should not be a defaulter to any Commercial Bank/ Tamil Nadu Industrial Investment Corporation Limited (TIIC).

List of Documents to be enclosed in Duplicate:

1. Proof of Age – Copy of Birth certificate or Transfer Certificate.
2. Proof of Residence – Copy of Ration Card or Residence certificate from Tahsildhar.
3. Copy of Degree/Diploma Certificate.
4. Community Certificate.
5. Certificate in Proof for Ex-service men /Differently abled /Transgender, wherever applicable.
6. Project Report with Projected sales and cash Flow statement for the next 3 years.
7. Copy of Land Document, if included in the project.
8. Estimate of Building obtained from the Chartered Civil Engineer.
9. Quotations for the Machinery or Equipments.
10. Sworn Affidavit obtained from Notary Public in Rs.20/- stamp Paper as per format.
11. EM Part-I obtained from the office of the Regional Joint Director, Chennai-32.
12. Copy of Partnership Deed, in case of partnership concern.

The Chief Minister also launched a portal – <http://www.msmeonline.tn.gov.in/needs>

Chief Minister Edappadi K. Palaniswami on Saturday(05.05.18) opened a portal – [https:// easybusiness.tn.gov.in/msme](https://easybusiness.tn.gov.in/msme) – for single window clearance to the MSME sector.

Facilitator's Guide

Unemployed Youth Employment Generation Programme (UYEGP)

“Unemployed Youth Employment Generation Programme (UYEGP)” which aims to mitigate the unemployment problems of socially and economically weaker section of the society, particularly among the educated and unemployed to become self employed by setting up Manufacturing / Service / Business enterprises by availing loan up to the maximum of Rs.5 Lakhs, Rs. 3 Lakhs and Rs. 1 Lakh respectively with subsidy assistance from the State Government up to 15% of the project cost.

Eligibility to avail Loan under this scheme:

- Any individual, above 18 years of age. Upper age limit for General category is 35 years and for Special category 45 years.
- Minimum educational qualification is pass in VIII standard.
- The applicant shall be resident of the place for not less than 3 years.
- The family income of the beneficiary shall not exceed Rs. 1,50,000/- per annum.

Promoters Contribution:

- General category entrepreneurs - 10% of the project cost
- Special category Entrepreneurs - 5% of the project cost (SC/ST/BC/MBC/Ex-servicemen/Minorities/Transgender/Differentlyabled persons)
- 15% subsidy given by Government of Tamil Nadu.

Other features of the scheme:

- Seven days Entrepreneur Development Programme (EDP) training will be given to the beneficiaries.
- The District Task Force Committee headed by the General Manager, District Industries Centre, will select beneficiaries through interview process.
- Repayment schedule shall be for 5 years after an initial moratorium period of six months or date of commencement of project which ever is earlier.
- As a marketing support, General Manager, District Industries Centre, will arrange Buyer seller meet, Exhibitions etc..

The Chief Minister also launched a portal – <http://msmeonline.tn.gov.in/uyegp>

Facilitator's Guide
Sivagami Ammiyar Memorial Girl Child Protection Scheme.
<p>Scheme I for one Girl Child</p> <p>Scheme II for two Girl Children</p> <p>Objective:</p> <p>Promoting Family Planning, Eradicating Female Infanticide and promoting the welfare of girl children in poor families and to raise the status of girl children.</p> <p>Under Scheme-I</p> <p>Rs.22,200/- Fixed Deposit Receipt in the name of girl child for the family which has only one girl child.</p> <p>Under Scheme-II</p> <p>Fixed Deposit Receipt for Rs.15,200/- for each girl child where the family has two girl children only. An amount of Rs.150/- as monthly incentive shall be given to the girl child on completion of 5 years from the date of deposit and upto 20th year of deposit for her educational purpose.</p> <p>Eligibility Criteria:</p> <p>a. Income limit:</p> <p>Family income should be below Rs.50,000/- per annum for Scheme - I and below Rs.12,000 per annum for Scheme - II.</p> <p>b. Other Criteria:</p> <p>Either of the parents should have undergone sterilisation within 35 years. Family should have only one/two female children and no male child. In future no male child should be adopted.</p> <p>c. Time limit for application</p> <p>Application should be made before the beneficiary girl child completes 3 years of age for Scheme I. For Scheme II application should be made before the second girl child completes 3 years of age.</p> <p>Officers to be contacted:</p> <ol style="list-style-type: none"> 1. District Social Welfare Officer 2. District Programme Officer 3. Child Development Project Officer. 4. Extension Officers (SW) 5. Rural Welfare Officers(Women)

Self-Employment Subsidy for Disabled Person

- Self-Employment subsidy to the disabled person's loan is recommended to the unemployed disabled persons who are willing to start their self-employment ventures.
- The Government subsidy will be released to the disabled persons to whom provisional loan was sanctioned at the maximum of Rs.3,000 or 1/3rd of the sanctioned loan amount, whichever is less. Subsidy for setting up of a Bunk Stall is 1/3rd of the loan amount subject to a maximum of Rs.5,000.
- **Eligibility:** Any disabled persons above 18 years of age. The family income should be below Rs.12, 000 per annum.